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AUTHOR	Anderson, Marcia; And Others
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ABSTRACT

This set of publications, consisting of a student workbook and teacher's manual, is designed for use by adult learners registered in the advanced level of the career planning course of the Ontario (Canada) Basic Skills program. The student workbook contains units on the following topics: introduction to career planning, self-assessment for employment, employment/education investigation, job search, employment retention, and financial and legal considerations. Each unit contains some or all of the following: background information, illustrative case stories, learning activities written in a variety of formats, checklists, hint sheets, glossary, and sample forms. Included in the teacher's guide are an overview of the course and separate sections for each of the six units. Each unit begins with lists of attitudes, knowledge, and skill objectives. Skills objectives are listed under the following categories: reading, speaking/listening/viewing, writing, interpersonal relations, computation, problem solving, computer, and hands on. Also included in each unit are the following: list of materials required for the classroom, notes to the teachers, suggested extended activities, and resource list. Concluding the teacher's guide is a list of suggested readings. (MN)

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ED 383 827

Ontario Basic Skills

Career Planning

A Thematic Unit for Integrated Curriculum

Advanced Level

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Ministry of Education
September, 1990

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Ontario Basic Skills

Career Planning

A Thematic Unit for Integrated Curriculum

Advanced Level

Prepared for the
Ministry of Education by:

Marcia Anderson
Judy Bernstein
Ann Croll
Diana Lohnes
Tamara Rudenko-Charalambij

Under the direction of:
Jamie E. Riddell, Director
College & Career Preparation Department
Algonquin College, Ottawa, Ontario

Ministry of Education
September, 1990

Message to Users

This booklet has been designed for use by the adult learner registered in the ***Ontario Basic Skills*** *program. This thematic unit is titled "Career Planning" and consists of:*

Introduction to Career Planning

Self-Assessment for Employment

Employment / Education Investigation

Job Search

Employment Retention

Financial and Legal Considerations

The student can work right in this booklet. It is recommended that the six components all be completed so that the goals and objectives of the thematic unit are met.

Extended activities are suggested in the Teacher's Manual. Further assistance and explanations are also provided for each level of the curriculum: Basic, Intermediate and Advanced. The included documents and resource lists will help both learners and teachers.

The Thematic Unit Project Writing Team hopes that the student will achieve a higher level of personal satisfaction and success upon completion of this unit and others within the ***Ontario Basic Skills*** *program.*

Ottawa, Ontario
June, 1990

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Introduction to Career Planning

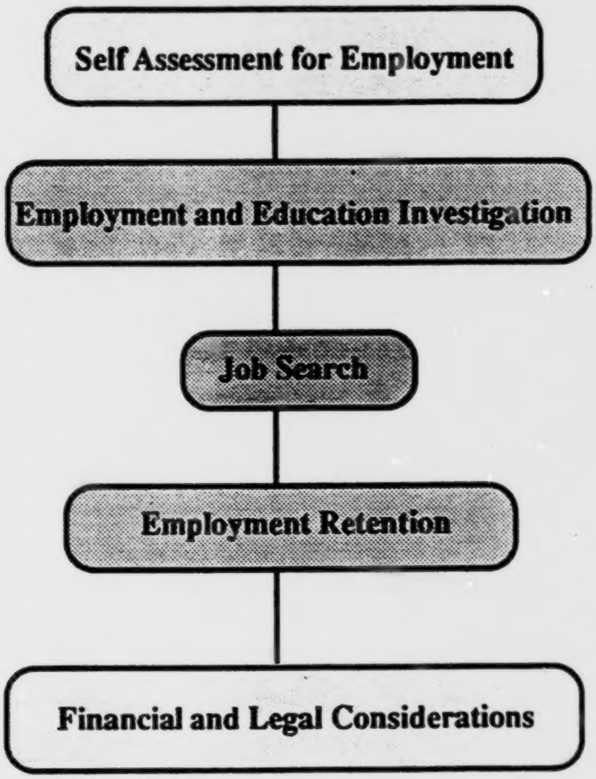
Date begun______________

Date completed___________

Introduction to Career Planning

The workplace is changing. A combination of changes in population and economic and technological developments have created entirely new employee skill requirements. The specifics of these changes and the resulting demands on the workplace will be discussed in this unit. The various sections in this Career Planning unit will also introduce you to a dynamic personal job preparation and search process which will assist you in meeting the challenges of a job market that is in a continuous state of flux.

Steps in this Career Planning Unit


Self Assessment for Employment
Employment and Education Investigation
Job Search
Employment Retention
Financial and Legal Considerations

The first section of the Career Planning Unit is called **Self-Assessment for Employment**. This section will guide you through an assessment of the skills, values and interests you already have. You will also consider what working conditions you prefer and what financial needs you have so that you have a clear, complete picture of your personal job requirements.

Employment and Education Investigation leads you through a series of activities that will help you investigate the opportunities for work and further training within your own community.

Job Search will enable you to practice the specific skills and prepare the materials that you require to actively job search. This section will include application and resume writing as well as interviewing skills.

Continuing in your job is becoming a major challenge today because of how quickly the workplace is changing. To keep your job, you will have to meet these changes. This section on **Employment Retention** focuses on these issues.

Finally, the section on **Financial and Legal Considerations** provides information and skills towards understanding the financial issues related to employment. Legal issues such as human rights legislation are also looked at here.

This unit will not provide all the answers or guarantee you a job. It will however introduce you to a process of inquiry which you can use to investigate your own career planning questions. You may write in this booklet, copy it and use the information any way you wish.

Good luck!

"Picture" your work

You already have ideas, information and experience of **work**. Work plays a very important role in our lives and within the fabric of our society. Work can be paid or unpaid, skilled, semi-skilled or unskilled. You can work with people, with information or with objects. The list of descriptors is as unlimited as the variety of jobs in the workplace. The following activity will enable you to take a moment and have some fun exploring you own and other 's work perceptions and experiences.

Activity One

- You will need a large sheet of paper for each person doing this activity.
- **Fold** the large paper into 8 equal sections and number the corners of each section.
- **Read** the following 8 questions about work.
- **Draw** your answer in the box with the corresponding number.
- **Share** your drawings with the people you are studying with.

Picture your answers to these questions.

1. What was a favorite job or work experience?
2. How did you find out about that work?
3. What kind of work do you like doing?
4. How did you find out what the job involved?
5. Have you ever felt unqualified for a job you wanted? What job?

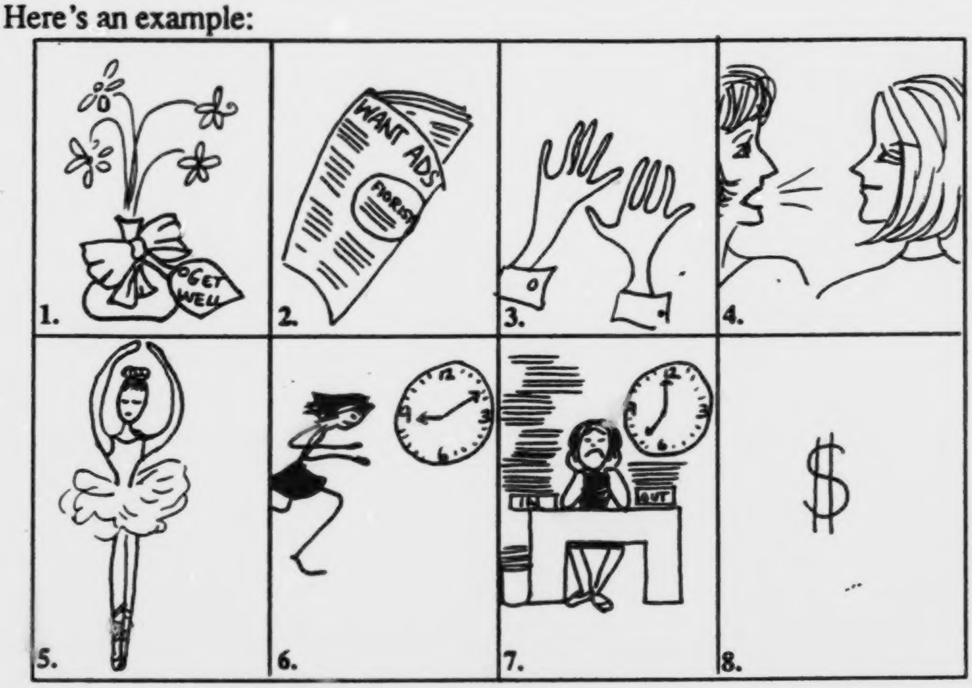
continued

6. Have you ever quit or been laid off?

7. Have you ever been treated unfairly at work?

8. What do you think of when you think of work?

Here's an example:


1.
GET WELL
2.
WANT ADS
FLORIST
3.
4.
5.
6.
7.
IN
OUT
8.
$

Pretest

You may already have had the experience of looking for a job. Now you will have an opportunity to indicate if you have already mastered some of the steps.

Activity Two

The process of planning your career includes many steps. Some are listed below. Put a √ in the column that applies to you.

HOW WELL CAN YOU..........	very well	need help	not at all
• list your skills?			
• list the working conditions you prefer?			
• list your work interest?			
• list what you can do?			
• calculate the salary you need?			
• get information about jobs?			
• plan the education you may need?			
• read job ads?			
• fill out a job application?			
• write your resume?			
• do a job interview?			
• find out how to keep a job?			
• calculate your pay and overtime?			
• budget for school?			
• understand your job benefits?			
• be aware of your rights as an employee?			

Self-Assessment for Employment

Date begun______________

Date completed___________

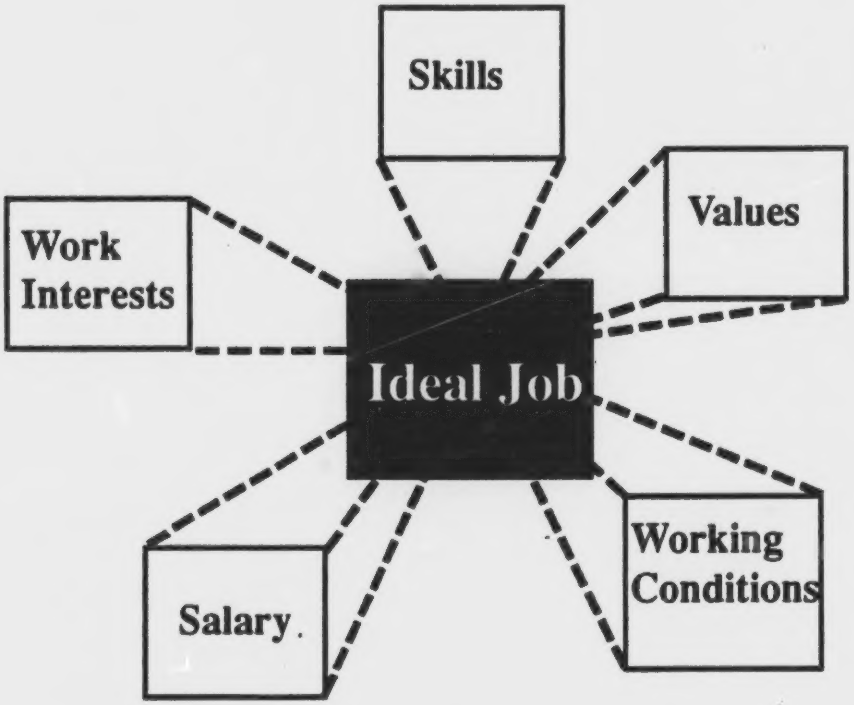
Self-Assessment for Employment

Your life work experience is a result of decision making and planning. Knowing yourself is important to the career planning process. The first step in any job search process is to take a careful look at yourself, your past experience and skills, your values, personal needs and interests.

Work itself provides many satisfactions in addition to a regular paycheck. This section will look at and evaluate what aspects of work and the workplace give you the most satisfaction.

Career planning involves a great deal of self-inquiry and will involve making many decisions. Once you have an awareness of the things that are important to you, it will be much easier to both make the decisions and communicate with prospective employers.

The following is a diagram that shows some of the personal factors to consider when thinking about careers. In this unit, you will identify what is important to you in each of these areas.



Skills

Skills are the talents, aptitudes, abilities - everything you bring to a job that enables you to perform the expected work.

Skills are often classified into three groups: data or information skills, people skills and skills with things. Every job usually involves all three types of skills, but most people have a preference for one type.

Skills can also vary from simple to complex. Complex skills require more ability, talent, training and practice. Depending on the skill level required, occupations can be classified as unskilled, semi-skilled or skilled. Most skilled jobs require post-secondary education in apprenticeship programs, colleges or universities. In general, the higher the skill level the higher the salary.

It is very important that you identify your skills. Do you know why?

When you speak to employers, it is your knowledge and presentation of your own skills that will make a critical difference to your success. Your ability to describe your own strengths, talents and abilities and relate them to a particular job is one of the key success factors in getting the job you want.

Secondly, your own awareness of your skills and their importance to you personally is essential in planning or changing your career. You cannot plan successfully and reach a goal of job satisfaction without information about your skills.

Activity One

Use the outline below to make notes on what you read about skills on the previous page. The topic and subtopics have been given to you to help get you started.

SKILLS: ______________________________

____

1. Types of Skills

   a)______________________________

   b)______________________________

   c)______________________________

2. Types of Occupations

   a)______________________________

   b)______________________________

   c)______________________________

3. Reasons to Know Your Skills

   a)______________________________

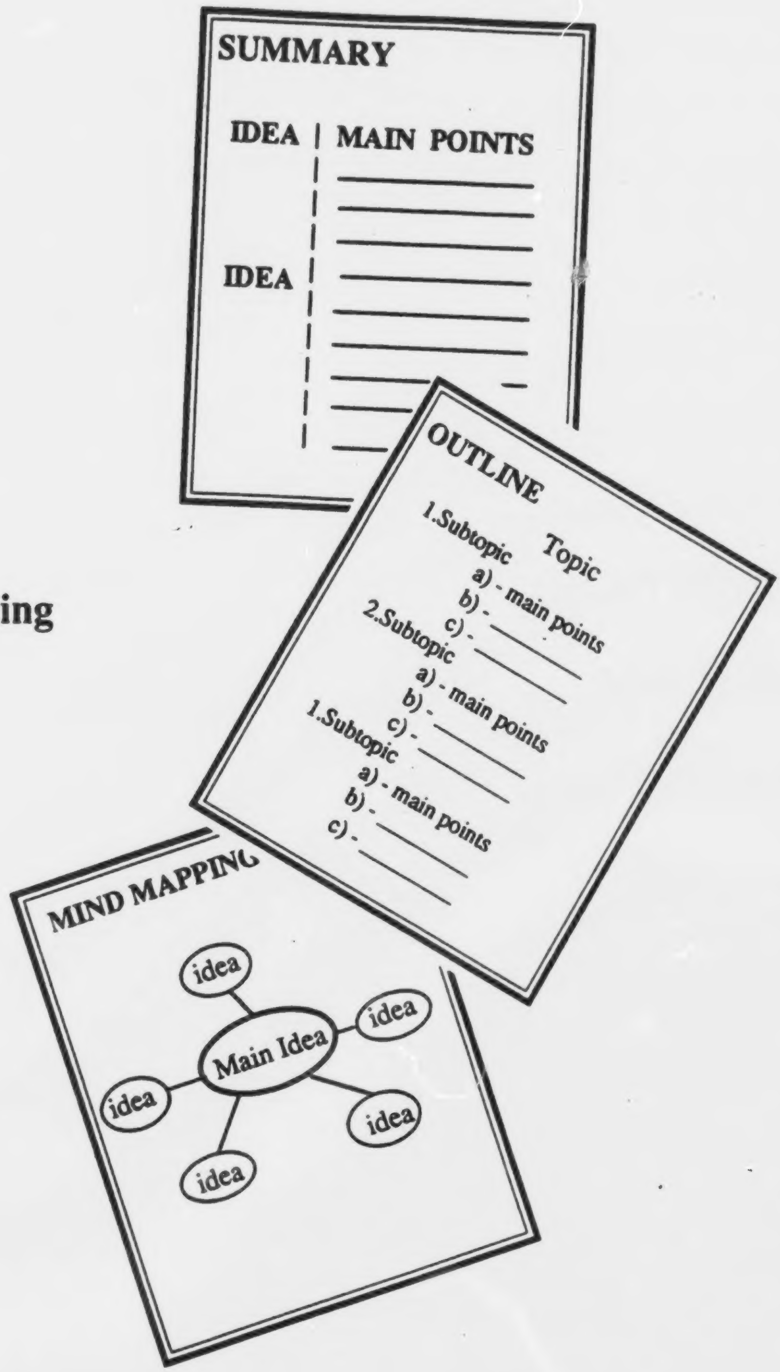
   ____

Methods for taking notes

Summarizing Information

Hierarchical Listing of Ideas

Mind Mapping


SUMMARY
IDEA
MAIN POINTS
IDEA
OUTLINE
Topic
1.Subtopic
a) - main points
b) -
c) -
2.Subtopic
a) - main points
b) -
c) -
1.Subtopic
a) - main points
b) -
c) -
MIND MAPPING
idea
idea
Main Idea
idea
idea
idea

Skills Identification

You acquire and refine your personal skills everyday of your life. Every action you take and every decision you make involves a skill. Some skills are more suited to certain jobs than others. You may enjoy using particular skills more.

Look at your life and identify some of your own skills. This will be one of the steps in preparing the "you" that will be presented to employers.

Activity Two

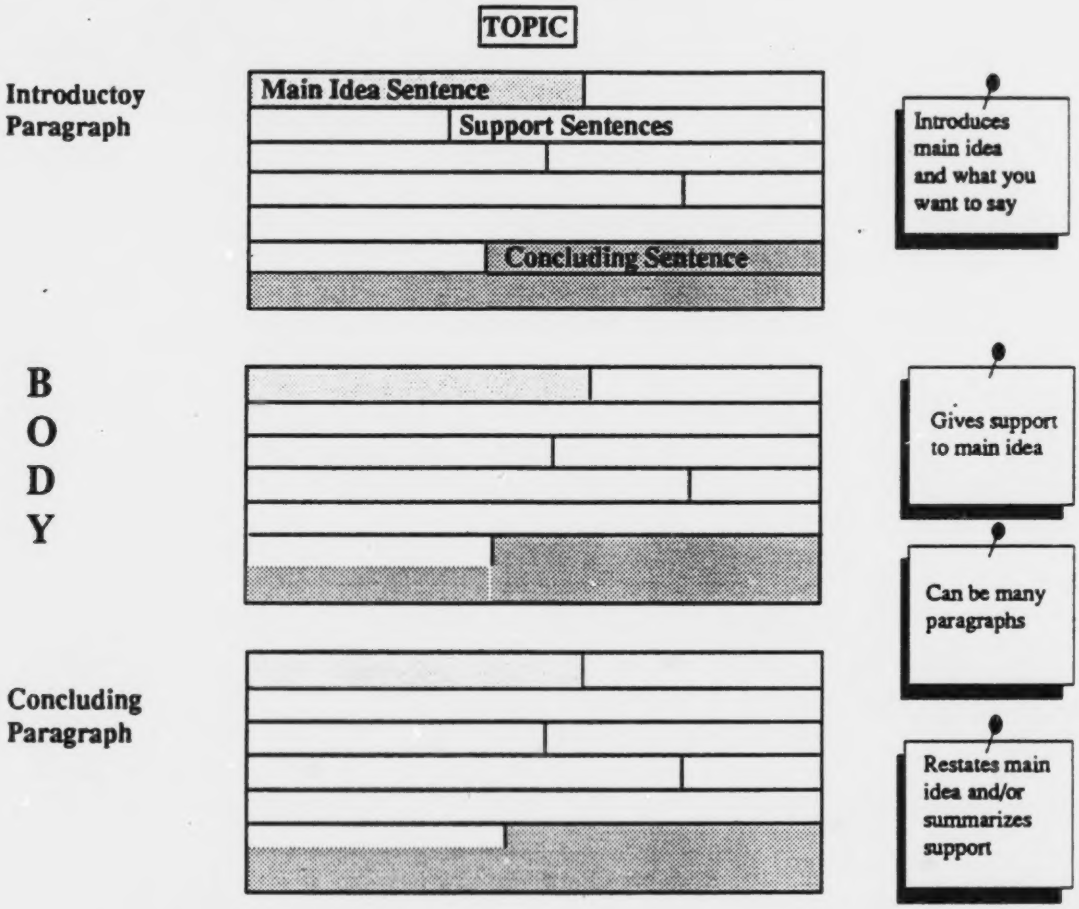
Write 3 or 4 paragraphs about different kinds of work you have done. It does not have to be paid work. Describe in detail the tasks you had to perform to do this work.

Hints for multi-paragraph writing follow.

Multi-paragraph writing

Multi-paragraph writing allows the writer to develop a topic extensively.

Model for Multi-paragraph Writing


TOPIC
Introductoy Paragraph
Main Idea Sentence
Support Sentences
Concluding Sentence
Introduces main idea and what you want to say
BODY
Gives support to main idea
Can be many paragraphs
Concluding Paragraph
Restates main idea and/or summarizes support

You may wish to make an outline before you write the paragraphs. The next page shows you how.

An Outline for Multiparagraph Writing

Before you begin writing anything, there are some decisions you have to make. These decisions can be briefly recorded to form a guideline for the ideas you want to express in your writing. Outlines will make the actual task of writing easier. They also help to keep your ideas coherent and logical.

Outline

(notes on what you are going to write)

Topic: Work I've Done

Introductory Paragraph

Overview of work I've done

____

____

____

____

Introduces main idea and what you want to say

BODY

Description of first job

____

____

____

____

Gives support to main idea

Description of another job

____

____

____

____

Can be many paragraphs

(More paragraphs if required)

Concluding Paragraph

____

____

____

Restates main idea and/or summarizes support

Personal Skills Identification

Activity Three

Using the Reference List of Workplace Skills on the next page, (1) read your paragraphs describing the different work you have done (2) identify and list your own workplace skills in the space below. Add any other skills that may not be included in the Resource List or that you know you have but which were not indicated in your paragraphs.

My Workplace Skills

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________
13. __________
14. __________
15. __________
16. __________
17. __________
18. __________
19. __________
20. __________

From your list, select 5 skills that you feel you do well. Beside each skill, write a note giving the situation(s) where you have used this skill successfully.

My 5 Best Skills	My Experience With This Skill
1. __________	__________
2. __________	__________
3. __________	__________
4. __________	__________
5. __________	__________

Keep this information handy. You will need it to choose a job, to write a resume and to conduct a good job interview. When an employer wants proof of your skills, you can refer to these notes on your skills and experience.

Reference List of Workplace Skills

This is not a complete list.

- advising
- analyzing situations/ information
- assembling things
- calculating
- caring for children
- coaching
- communicating
- collecting information
- constructing
- cooking
- counselling
- creating
- dealing with the public
- delegating responsibilities
- delivering
- designing
- drawing
- drafting
- estimating
- evaluating
- following instructions
- fundraising
- gardening
- giving instructions
- interpreting
- leading
- making decisions
- managing
- measuring
- negotiating
- observing
- operating a vehicle
- operating machinery
- organizing people/events
- performing
- persuading
- photocopying
- planning
- problem solving
- public speaking
- record keeping
- renovating
- repairing
- researching
- scheduling
- selling
- storing/retrieving info.
- supervising
- teaching
- telephoning
- treating sick people
- troubleshooting
- typing
- using computers
- using tools
- word processing
- writing

Values

An awareness and knowledge of whatever is important in your life is essential to effective decision making about a job or career. Many people are motivated by money and the things that money can buy. Others value time and prefer the kind of work that offers flexible scheduling or long vacations. Yet others are motivated by power and status. Some cherish creativity and independence and can only achieve satisfaction if they have an outlet for their talents and freedom to express themselves.

Unfortunately, few people ever manage to "have it all". Reality often obliges us to compromise. We often have to negotiate and trade off in order to at least satisfy our personal top priorities.

Jobs provide an outlet and expression for various personal values. Once you have identified your own personal values, you can investigate and select those jobs most likely to fit these values. Finding appropriate employment increases the chance of both job retention and satisfaction.

Activity Four

If possible, work with a partner. Beside each value listed below, suggest 2 jobs which reflect or include that value.

job security ______________

wealth ______________

social status ______________

respect ______________

power ______________

adequate family & leisure time ______________

meaningful work ______________

fame ______________

glamour ______________

competition ______________

independence ______________

personal comfort ______________

excitement ______________

creativity ______________

challenge ______________

promotion ______________

continued

Now list the five values that are most important to you.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Working Conditions

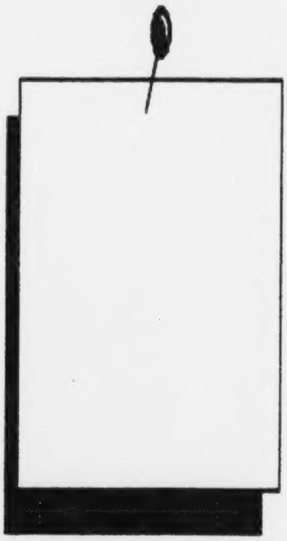
Your values will be reflected in the kinds of working conditions you prefer. It is helpful to decide on the conditions that are essential for your job satisfaction and those that are not as important to you.

Activity Five

Think about the following questions or discuss them with a partner. As you do this, jot down notes for yourself in the spaces provided.

Time:

Do you prefer to work on a regular schedule or to work flexible hours?
Do you want to work full time or part time?
Do you mind doing shift work?
Do you want opportunities to work overtime or to do extra work for money or promotions?
Is time for family or hobbies important to you?



Responsibilities:

How much responsibility do you want in a job?
Do you like to work independently or do you like to have someone directing you?
Do you prefer working alone or as a member of a team?
Do you want to supervise other people?

Location:

Is the location of the job important to you?
Do you prefer working in the city or in the country?
Would you be willing to move to get a job?
Do you prefer a job that involves traveling?

Environment:

Do you prefer to work inside or outside?
Do you want to work in a busy place or a quiet place?
Do you prefer to work for a large or a small organization?
Do you have any allergies or health considerations that may be a problem? If so, what are they?
Are friendly coworkers important to you?

Tasks:

Do you prefer to work mostly with things, information, or people?
Do you want to do routine tasks or do you want variety?
Do you prefer to do something exciting, maybe even dangerous?

Advancement:

Do you want a job with promotion opportunities?
Do you want the chance to learn more, either on the job or by having time to take courses?

Now read over your notes and list at least 10 working conditions that are important to you. Priorize your list - put the most important thing first, the second most important next, and so on. Feel free to add anything which has not been mentioned but which is important to you personally.

Top 10 Working Conditions

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Salary Requirements

For some people, the money they earn is the most significant thing about a job. For others, money is not as important as job satisfaction or working conditions. Regardless of which category you fall into, you need to know your minimum salary requirements

How can you decide on a realistic minimum salary? One way is to estimate your monthly expenses and then calculate the annual salary needed to cover these expenses.

Activity Six

1. Fill in the chart below to estimate your **monthly** expenses.

Housing	rent or mortgage		
	heating		
	electricity		
	telephone		
	other (water, cable T.V.)		
	subtotal		$
Food	groceries		
	restaurants		
	extras (coffee, snacks)		
	subtotal		$
Transportation	car (gas, parking)		
	bus		
	other (taxis)		
	subtotal		$
Personal	clothing purchases		
	laundry/dry cleaning		
	hair care		
	newspapers, magazines		
	entertainment		
	child care/babysitting		
	tobacco products		
	medicinal drugs		
	subtotal		$
Insurance	personal/life		
	car		
	house/household		
	other (dental, medical)		
	subtotal		$
Other	property tax		
	interest on loans		
	credit card charges		
	education, course fees		
	gifts		
	travel/vacations		
	other		
	subtotal		$
		Total Monthly Expenses	$

continued

Activity Seven

Fill in the chart below to estimate your annual minimum salary requirements.

Total monthly expenses ____________

Annual expenses ____________

Income tax: calculate 25%* of your annual salary ____________

Minimum salary requirements ☐

* Note: The percentage of income tax you pay varies, depending on how much you earn and what deductions you can claim. Your own rate will probably be different from 25%. This calculation is only a rough estimate.

Work Interests

By knowing your interests, you can narrow down the thousands of career possibilities to a smaller group of jobs you would probably enjoy. Research has gone into identifying five main interest areas. Once you have an idea of your interests, you can investigate jobs from these areas.

Activity Eight

Read the descriptions of the five interest areas. Which three best describe you?

Practical/Methodical

These people like jobs with clear rules and organized methods to guide them. They prefer to work under the direction and supervison of others. They enjoy working on one task until it is completed.
They also like following a set routine without interruptions or surprises.

Objective/Technical

Individuals high in this area prefer working with tools, equipment and machinery. They like to repair or build things and are interested in how things work. They also like to make decisions using logic and fact.

Social/Helpful

Social people like dealing with people in either business or helping situations. They enjoy caring for and assisting others in identifying their needs and solving their concerns. They prefer work that requires interpersonal contact.

continued

Directive/Managerial

These people like to take charge and control of things. They like to take responsibility for projects requiring planning, decision-making and coordinating the work of others. They enjoy organizing their own activities and see themselves as independent and self-directing.

Innovative/Exploratory

Innovative people like to explore things in depth and arrive at solutions by experimenting. They enjoy scientific subjects and prefer to be challenged with new and unexpected experience. They can adjust easily to change.

My three strongest interest areas are ____________________

____

____

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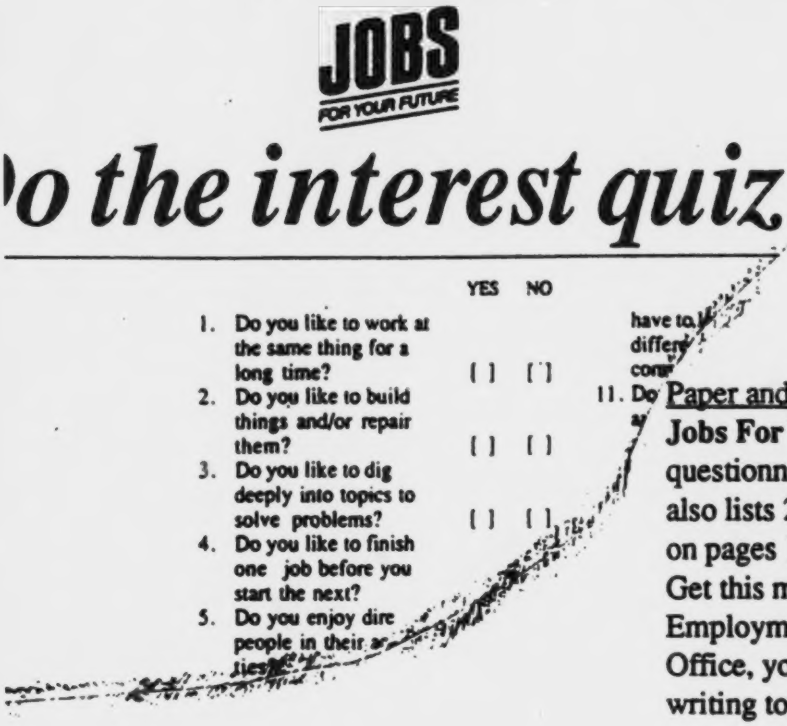
MHS, 95 Thorncliffe Park Drive, Toronto.

If you need more help deciding which interest areas are most important to you, visit your Employment and Immigration Centre. They have developed a questionnaire called the **Canadian Work Preference Inventory**. It consisits of 50 questions and takes only 15 to 20 minutes to complete. It is available in the following formats.



JOBS
FOR YOUR FUTURE

'o the interest quiz!

YES NO

1. Do you like to work at the same thing for a long time? [ ] [ ]
2. Do you like to build things and/or repair them? [ ] [ ]
3. Do you like to dig deeply into topics to solve problems? [ ] [ ]
4. Do you like to finish one job before you start the next?
5. Do you enjoy dire people in their ar ties

have to
differ
com
11. Do

Paper and pencil - The magazine **Jobs For Your Future** has the questionnaire on pages 8 and 9. It also lists 200 jobs coded by interests on pages 15 to 22.
Get this magazine from your local Employment and Immigration Canada Office, your guidance office, or by writing to the publisher:

Bridging the Gap
115 College Street
Toronto, Ontario M5T 1P6

The **Canadian Work Preference Inventory** is available on computer.
You can use it at your local employment or guidance office. You don't need to know about computers. Someone will help you. You enter your answers into the computer and it will add everything for you and come up with your three strongest interest areas.
The best part about using a computer is that it will give you 15 occupations that reflect your interest areas. Then you can explore these occupations in more detail.

Job Lists

You have selected three areas that describe you.The jobs under each heading reflect these five interest areas. Refer to these lists for job ideas and new alternatives in the areas you have identified.

Practical/Methodical

accounting clerk
bellhop/porter
bookkeeper
cashier
clerk typist
computer operator
construction labourer
cook's helper
courier/delivery person
data entry operator
freight handler
housekeeper
law clerk
letter carrier
library technician
machine operator
office clerk
personnel clerk
postal worker
receptionist
secretary
security guard
shipping and receiving clerk
stenographer
stock clerk
teller
word processing operator

Objective/Technical

agricultural technologist
aircraft mechanic
air traffic controller
ambulance attendant
animal attendant
appliance technician
assembler
auto body repairer
baker
boilermaker
brick layer
bus driver
butcher
cabinet maker
camera repairer
carpenter
carpet layer
chambermaid
chef
laboratory technician
crane operator
derrick worker
draftsperson
driller
drycleaner
drywall installer
electrician
farmer
firefighter

photographer
program researcher
psychologist
reporter
sociologist
statistician
surveyor
sytems analyst
translator
veternarian
writer

Directive/Managerial

auctioneer
buyer
credit officer
curator (museum)
insurance adjuster
management consultant
manager
occupational health & safety officer
sales manager
sports official
stage manager

***see list Social/Helpful to expand your occupational choices**

Social/Helpful

announcer
bartender
child care worker (social services)
cleric
clerk/typist
community organization worker
computer consultant
counsellor
counter attendant (fast food)
day care assistant
dental assistant
dental hygienist
dietary assistant
disc jockey
driving instructor
flight attendant
hairstylist/barber
host/hostess restaurant
hotel clerk
insurance sales agent
librarian
model
nurse
nurse's aid/attendant
nursing assistant (RNA)
occupational therapist
optician
parole/probation officer
pharmacy assistant
physiotherapist
police officer
recreation leader
social worker
speech therapist
teacher
telephone soliciter
travel agent
travel sightseeing guide
vendor
waiter/waitress

forest fire fighter
furrier
glazier
heavy equipment operator
iron worker
janitor
jeweller
kitchen helper
landscape worker
layout artist
lines person
machine operator
machinist
miner
mechanic
mould maker
pattern maker
pilot
plumber
refrig./air conditioning
remote sensing technician
roofer
service station attendant
sheet metal worker
signwriter
sprinkler system installer
steamfitter
tailor
taxidermist
taxi driver
t.v. camera operator
tool and die maker
upholsterer
welder

Innovative/Exploratory

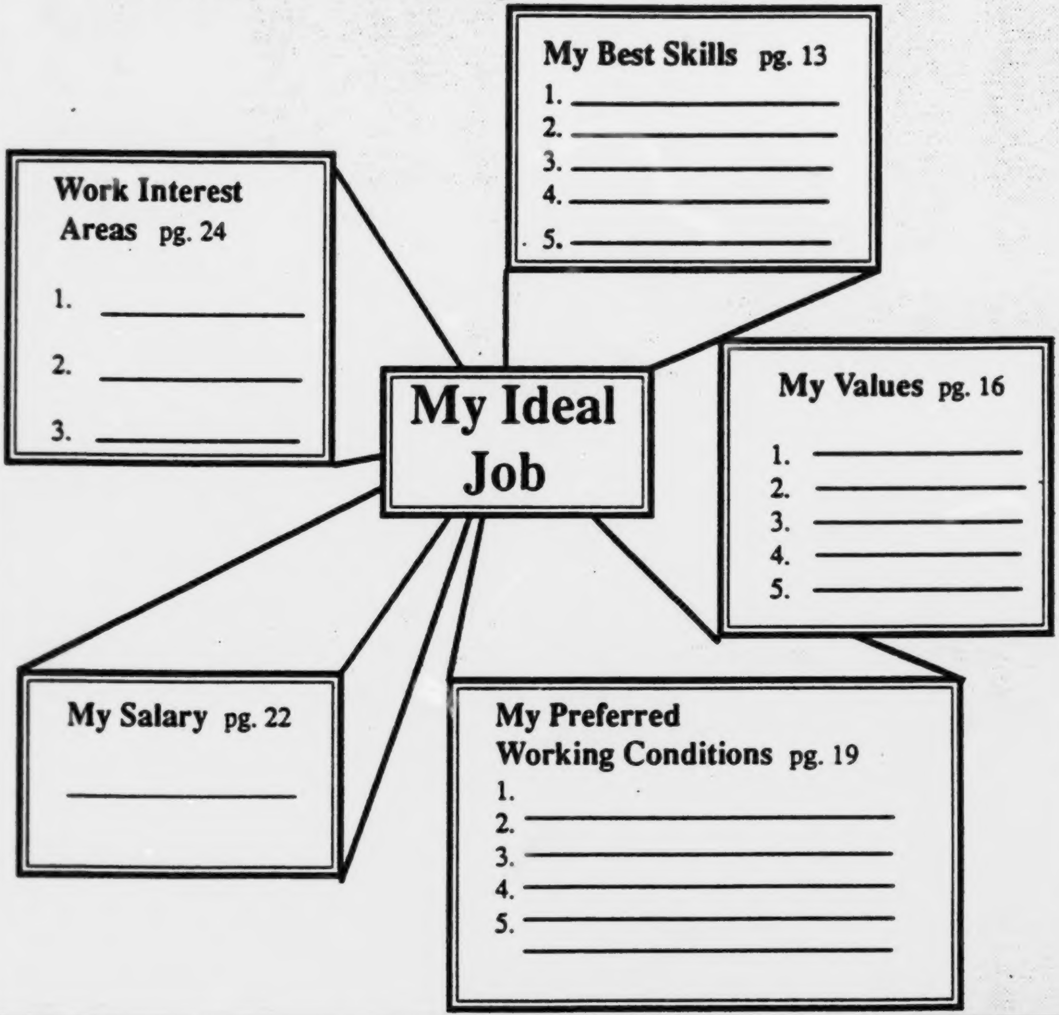
accountant
actor/actress
actuary
agriculturalist
anthropologist
architect
biologist
biomedical engineer
chemist
community planner
composer
computer programmer
dentist
designer, product
dietician
director broadcasting
doctor
ecologist
economist
editor
engineer
fashion designer
floral designer
floral arranger
forester
geographer
geologist
horticulturalist
interior design/decorator
lawyer
market research analyst
mathematician
meterologist
micro-computer specialist
musician/singer
optometrist
pharmacist

Summary

You have assessed many things about yourself: your skills, your values, the working conditions you prefer, the salary you need and your work interests. All these factors must be considered when deciding on a job for yourself.

Activity Nine

To get a "big picture" of what is most important to you in choosing a job, fill in the following chart. You may find it helpful to refer back to the pages where you recorded the information. The appropriate pages are listed next to each heading.



My Ideal Job

My Best Skills pg. 13
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Work Interest Areas pg. 24
1. ____________
2. ____________
3. ____________

My Values pg. 16
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

My Salary pg. 22

____

My Preferred Working Conditions pg. 19
1.
2. ____________
3. ____________
4. ____________
5. ____________

____

The Dream Job

Your ideal job is a result of combining all the factors that are important to you. Before you actually investigate specific jobs in the next unit, take the time to dream a little. If you could have any job in the world, what type of job would it be? Don't worry about naming the job; just imagine the perfect working conditions, the skills you'd like to use, maybe the types of people you'd like to work with.

Activity Thirteen

In the space below, write 3 or 4 paragraphs describing your dream job. You may want to refer back to the "big picture" of yourself that you developed in the last activity.

My Dream Job

If you need help with multi-paragraph writing, see pages 11 and 12.

Employment / Education Investigation

Date begun______________

Date completed___________

Employment / Education Investigation

You have just spent a considerable amount of time investigating and clarifying your own interests needs, values and skills. Now you face the challenge of finding that job/occupation/career which will satisfy these. It won't be an easy task. As you investigate your options, you will most likely find that some compromise has to be made. The time you spent in section one learning about yourself will help you in this process.

Before you start compromising however, spend time investigating your employment and education options. You don't have to take the first job or make a quick decision. The time you spend investigating and comparing your options will give you confidence in the career decision you make and increase the probability of choosing a career or job that you really like.

Remember to be flexible,while at the same time, do not compromise on those aspects you determined were important to you.

Caution: This section will not give you all the information you need in your employment / education investigation. It will however, "Help You to Help Yourself."

Zeroing in on job interests

A good place to begin your research is with the **Canadian Work Preference Inventory** you completed in the previous section.

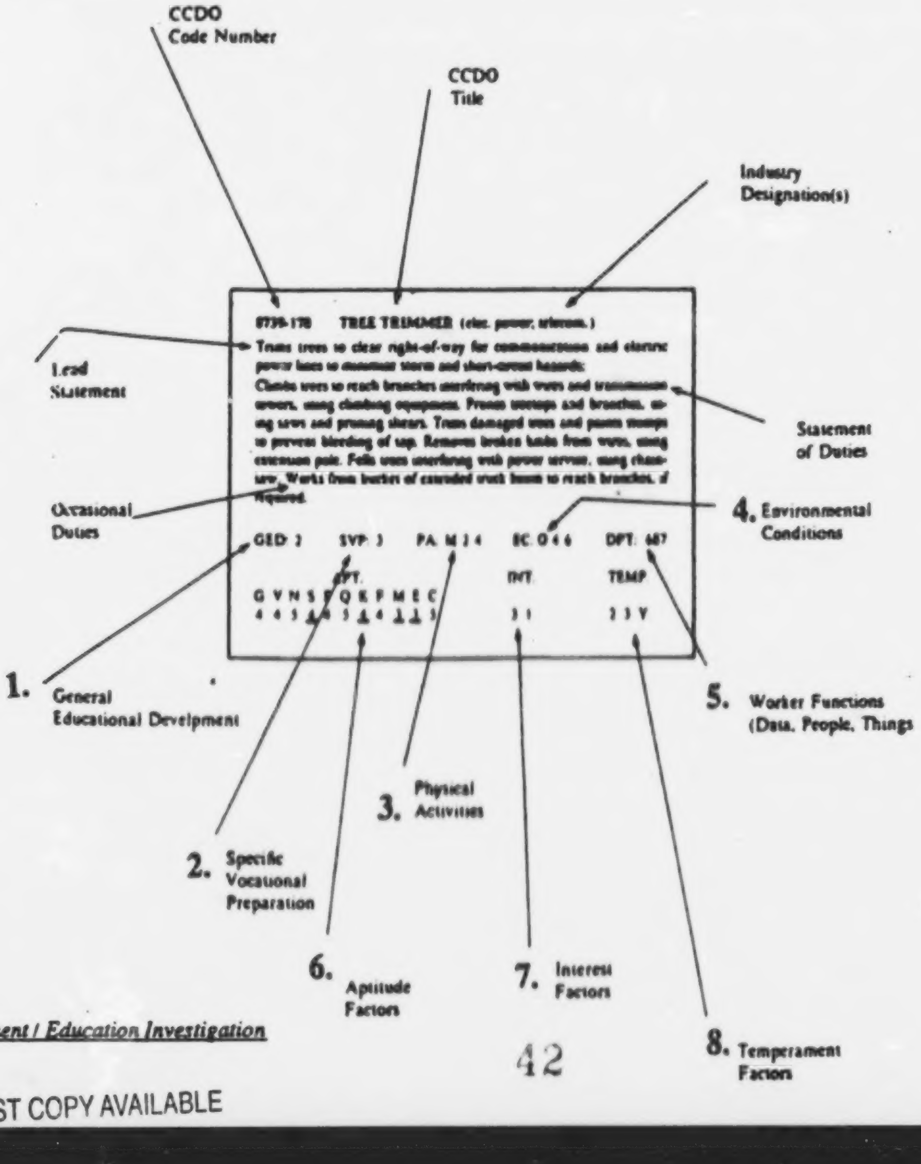
Activity One

Summarize your findings in a paragraph. Remember that a summary is not a long exposition. It is a brief consolidation of a number of facts and ideas. Take a look at your findings in the Self-Assessment section and briefly give the results. You will want to do this on scratch paper and transfer it on to this page when you are satisfied that it does the job.

That's great! In order to be useful to you in your search for the ideal career, it is necessary to apply this information.

The **Canadian Classification and Dictionary of Occupations**, called CCDO is a comprehensive source of occupational information. This huge document lists and describes 7 000 jobs. There are several other tools which will help you match your interest to a career. Counsellors at CEIC Centres and your local college counselling office can help you if you decide you are interested in using this helpful resource.

Here is how a CCDO entry looks.
An explanation of the abbreviations and symbols follows.


CCDO Code Number
CCDO Title
Industry Designation(s)
Lead Statement
Statement of Duties
Occasional Duties
4. Environmental Conditions
TREE TRIMMER
GED
SVP
PA
EC
DPT
APT.
INT.
TEMP
G V N S P Q K F M E C
1. General Educational Develpment
5. Worker Functions (Data, People, Things
3. Physical Activities
2. Specific Vocational Preparation
6. Aptitude Factors
7. Interest Factors
8. Temperament Factors

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Guide to CCDO Job Descriptions

1 General Education Development (GED)

Levels	Approximate Duration of Schooling
6	17 years plus
5	13-16 years
4	11-12 years
3	9-10 years
2	6-8 years
1	up to 6 years

2 Specific Vocational Preparation (SVP)

1 Short demonstration only
2 Anything beyond short demonstration up to and including 30 days
3 Over 30 days up to and including 3 months
4 Over 3 months up to and including 6 months
5 Over 6 months up to and including 1 year
7 Over 2 years up to and including 4 years
8 Over 4 years up to and including 10 years
9 Over 10 years

3 Physical Activities (PA)

1. Strength (lifting, carrying,pushing,pulling) shown in terms of:
    - S - Sedentary work (10 lbs. max.)
    - L - Light Work (20 lbs. max.)
    - M - Medium work (50 lbs. max.)
    - H - Heavy work (100 lbs. max.)
    - VH - Very Heavy work (over 100 lbs.)
2. Climbing and/or balancing
3. Stooping, kneeling, crouching and/or crawling
4. Reaching, handling, fingering and/or feeling
5. Talking
6. Hearing
7. Seeing in terms of: acuity far and near,
   depth perception, accommodation, colour vision and field of vision
8. Control: hand, foot

4 Environmental Conditions (EC)

1. Work Location; I - inside; O - outside; B - both
2. Extremes of cold plus temperature changes
3. Extremes of heat plus temperature changes
4. Wet and/or humid
5. Noise and/or vibration
6. Hazards in terms of: mechanical, electrical, burns, explosives, radiant energy
7. Atmospheric Conditions in terms of: fumes, odours, dusts, mists, gases, poor ventilation

5 Data (1st digit)	People (2nd digit)	Things (3rd digit) (DPT)
0 Synthesizing	0 Mentoring	0 Setting -up
1 Co-ordination	1 Negotiating	1 Precision working
2 Analyzing	2 Instructing	2 Operating-controlling
3 Compiling	3 Supervising	3 Driving-operating
4 Computing	4 Diverting	4 Manipulating-operating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-signalling	6 Feeding-offbearing
7	7 Serving	7 Handling
8 No Significant Relationship	8 No Significant Relationship	8 No Significant Relationship

6 Aptitudes (Apt) Aptitude Levels (in terms of working population)

G General Intelligence
V Verbal Ability
N Numerical Ability
S Spatial Perception
P Form Perception
Q Clerical Perception
K Motor Co-ordination
F Finger Dexterity
M Manual Dexterity
E Eye-Hand-Foot Co-ordination
C Colour Discrimination

1. Upper 10%
2. Upper third exclusive of the highest 10%
3. Middle Third
4. Lowest third exclusive of the lowest 10%
5. Lower 10%

When these levels are underlined, they are considered significant for satisfactory job performance.

7 Interest Factors (Int)

1. Things and objects
2. Business contact with people
3. Routine, concrete and organized work
4. Working for people for their presumed good as in the social welfare sense or for dealing with people and language in social situations
5. Work resulting in prestige or esteem of others
6. People and communication of ideas
7. Scientific and technical work
8. Abstract and creative work or experiences
9. Non-social work, carried on in relation to processes, machines and techniques

0 Work resulting in tangible, productive satisfaction

8 Temperament Factors (Temp)

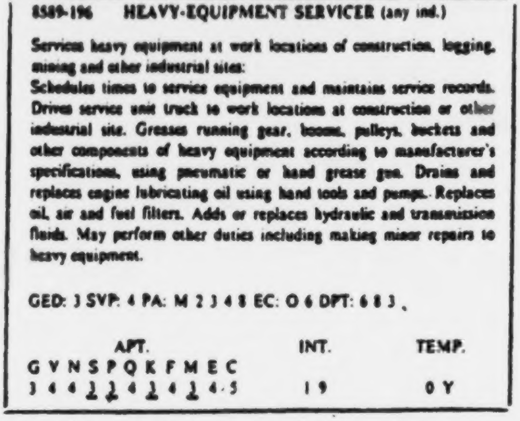
1. Variety and change
2. Repetitive, short cycle
3. Under specific instruction
4. Direction, control, planning
5. Dealing with people
6. Isolation
7. Influencing people
8. Performing under stress
9. Sensory or judgmental criteria

0. Measurable or verifiable criteria
X. Interpretation of ideas, facts, feelings
Y. Precise attainment of set limits, tolerances or standards

Note:
A new classification system called the **National Occupational Classification** is under development by Employment and Immigration Canada.

Activity Two

Here is another sample of a CCDO job description.
Look at it carefully using the preceding guide to help you.



8589-196 HEAVY-EQUIPMENT SERVICER (any ind.)

Services heavy equipment at work locations of construction, logging, mining and other industrial sites:
Schedules times to service equipment and maintains service records. Drives service unit truck to work locations at construction or other industrial site. Greases running gear, booms, pulleys, buckets and other components of heavy equipment according to manufacturer's specifications, using pneumatic or hand grease gun. Drains and replaces engine lubricating oil using hand tools and pumps. Replaces oil, air and fuel filters. Adds or replaces hydraulic and transmission fluids. May perform other duties including making minor repairs to heavy equipment.

GED: 3 SVP: 4 PA: M 2 3 4 8 EC: O 6 DPT: 6 8 3.

APT.											INT.	TEMP.
G	V	N	S	P	Q	K	F	M	E	C		
3	4	4	3	3	4	3	4	3	4	5	1 9	0 Y

Now form **6 questions** that the sample description would answer.

1.

2. ____

3. ____

4. ____

5. ____

6. ____

____

Now that you have seen how the CCDO works , continue to read about other occupations.

Activity Three

List the occupations you feel are closest to your interests and background. Read through the text descriptions of those jobs you identified in your **Work Preference Inventory** and from the CCDO text descriptions. Narrow down your list to ten or fifteen. (You will probably want to do this on your own paper first.)

1. ____________________ 2. ____________________ 3. ____________________
4. ____________________ 5. ____________________ 6. ____________________
7. ____________________ 8. ____________________ 9. ____________________
10. ____________________ 11. ____________________ 12. ____________________
13. ____________________ 14. ____________________ 15. ____________________

Apply Your Values to Job Choices

An important step that is often forgotten is to put each occupational interest through a **values test**. Why spend time investigating a job that doesn't satisfy what you identified as being important to you?

Take time to do it.
Here's how.

1.) Take the values you gave the highest ratings from the last section.(pg. 16) There should be 3 or 4.

2.) Now rate each occupation to see if it will satisfy your criteria.

For example, if a career as a tree surgeon interests you, evaluate whether it would fulfill your top-rated values. (e.g. excitement, variety, prestige, money)

If it is highly likely, give it a 5 rating.
If it is quite likely, give it a 4 rating.
If it is fairly likely, give it a 3 rating.
If it is somewhat likely, give it a 2 rating.
If it is unlikely, give it a 1 rating.

e.g. tree surgeon	
excitement	- 5
prestige	- 1
money	- 3
TOTAL VALUE	9

Activity Four

Develop your own chart on scratch paper and then transfer it here.

continued

Now use your chart and apply it to at **least** your top 5 occupational interests.

occupation	my rating
1. ____________	________
2. ____________	________
3. ____________	________
4. ____________	________
5. ____________	________

This method will help you narrow down the field of occupational choices. Now compare your results. Which one rated the highest? Which rated the lowest? You **may** want to eliminate any occupation that did not have a high rating. **Should you eliminate some of your list?** Maybe yes, maybe no.

Like all perfect relationships this one has a flaw. Your idea of whether an occupation rates high or low is limited by what you know about the field. You may pass up something perfect for you because you haven't done your homework. You may have given it a low rating but still have a strong interest. It is worthwhile at this point to **seriously investigate any area that interests you.** Keep your options open. Remember too, that top job choices may look good on paper, but, until you have investigated the responsibilities the job involves and its requirements, you won't be able to make an informed decision.

You may decide after your investigation, that the job is not for you.
Time hasn't been wasted.
At least you know, without a doubt, that "tree surgery" isn't for you!

Investigating the Job Market

The next activities will help you refine your list further. You may choose the order and number of activities. Try to use a variety.

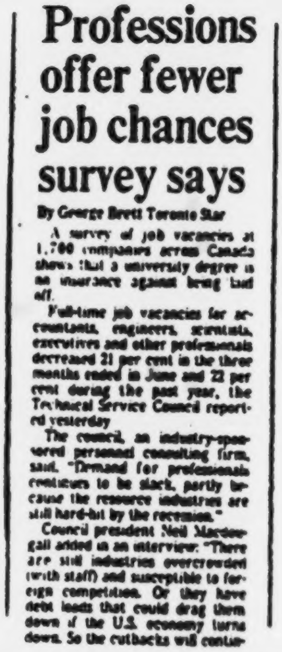
Where do you begin your investigation?

Before going after a job or investing several years in training, it is wise to investigate the **job market**. The job market are the jobs which are available in your local comuunity, region and province. There are many ways of going about this process. One easy and very effective way is to read newspapers, magazines and journals. By scanning headlines, you will be able to pick up the latest predictions.

Activity Five

Start scanning the daily newspaper. As you find articles which make forecasts about future job trends, clip them out. Read the article carefully and take notes in point form.

When you have completed this task, paste the article(s) on a page and write a summary statement beside each. You may wish to do this with a group of people and make a bulletin board display. Here is an example:



Professions offer fewer job chances survey says

By George Brett Toronto Star

A survey of job vacancies at 1,700 companies across Canada shows that a university degree is no insurance against being laid off.

Full-time job vacancies for accountants, engineers, scientists, executives and other professionals decreased 21 per cent in the three months ended in June and 22 per cent during the past year, the Technical Service Council reported yesterday.

The council, an industry-sponsored personnel consulting firm, said. "Demand for professionals continues to be slack, partly because the resource industries are still hard-hit by the recession."

Council president Neil Macdougall added in an interview: "There are still industries overcrowded (with staff) and susceptible to foreign competition. Or they have debt loads that could drag them down if the U.S. economy turns down. So the cutbacks will contin-

UNIVERSITY

NO JOB GUARANTEE!

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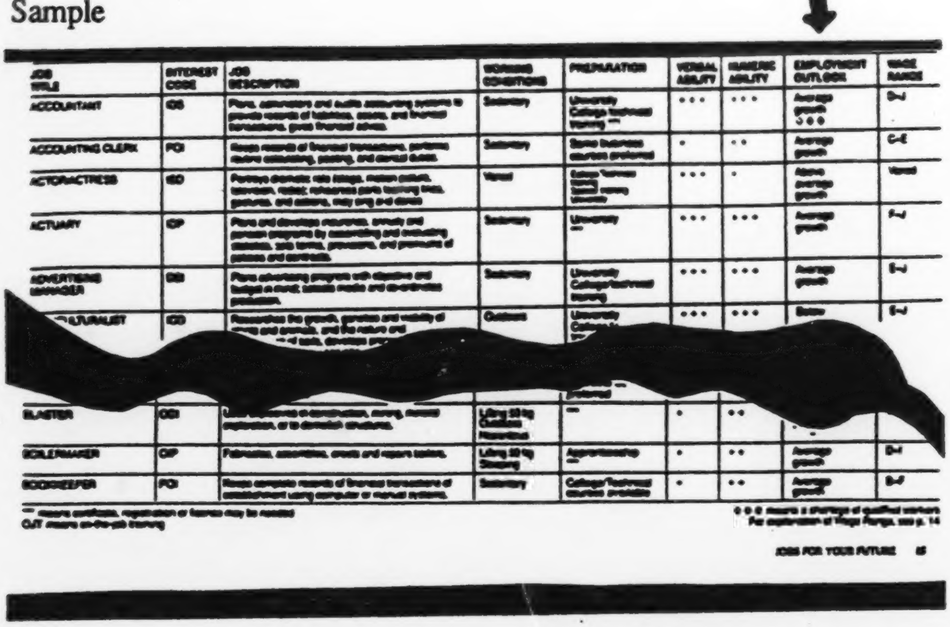
In part one, Self-Assessment, you used the **Canadian Work Preference Inventory** to identify several areas of work interest. The 200 jobs in the **Job Chart** were chosen in part because these are jobs which are in demand right now and they are expected to be in demand in the future.
The following activity is based on the **Job Chart** which accompanies the **Inventory**. At this point, of special interest is the column labelled Employment Outlook. Examine this partial sample. You will see how valuable it can be to you as you investigate the job market.

Sample



For a complete copy of this tool see pgs. 15-22 of Jobs for Your Future.

The Employment Outlook column tries to look at future trends in employment growth. It is important to consider this when you choose a career. Why train for a job that will not bring you employment?

Activity Six

Use the partial sample to do this activity. This will familiarize you with the inventory.

Name 2 jobs which have a below average employment outlook at this time.

Name 2 jobs that have a shortage of qualified workers.

Activity Seven

Read the following article from **Career Options,** Volume 3/89-90, pg. 26. Look for the answers to the following questions.

1. Give two reasons why there is a shortage of skilled workers.

2. List 10 areas which will need skilled workers.

3. Explain the predicament of the restaurant and food services industry.

4. Why will there be a high demand for automotive technician and mechanics?

5. Explain why employers are looking for people with multiple skills.

•You will be able to find other excellent articles in publications such as **Jobs For Your Future, Careers Canada.**

What the '90s Hold for Job Seekers

PAUL GAMMAL and CHRISTINE GASCHO

A key characteristic of the labor market in the 1980s, and one that is likely to prevail into the 1990s, is the growing demand for well educated and skilled workers, say industry analysts.

Fewer immigrants, especially trained and experienced workers, coupled with a lower enrollment in apprenticeship programs has depleted Canada's pool of skilled workers.

The Ontario's Ministry of Skills and Development released a list of about a dozen occupations that are about to feel a pinch for skilled labor. According to the list engineering technologists and technicians, computer systems analysts and programmers, tool-and-die makers, welders, construction trade workers, health-care workers and chefs and cooks will be in high demand.

Recruiting chefs, cooks and other workers has become a major concern of the restaurant and food-services industry.

According to the Canadian Restaurant Association, the $22-billion-a-year industry is the fastest-growing sector in the economy. The association blames a shortage of workers on a low number of young adults coupled with stricter federal immigration rules.

Many sectors of the food and services industry pay minimum wage and critics say this is a problem in attracting workers.

The association predicts there will be 600,000 fewer people between ages 20 and 34—the mainstay of the service side of the restaurant industry. The decline is a result of diminishing birth rates in Canada in the late 1960s and 1970s.

Across Canada there is a high demand for automotive mechanics and technicians.

The sophisticated fuel-injected and turbo-charged engines in today's cars require highly trained technicians, but there is a lack of young people enrolled in apprenticeships, says provincial skills and development ministry spokesperson Lionel Sauvé.

"There's a misconception that this kind of trade doesn't pay well," he says, adding that a mechanic working at Canadian Tire can earn up to $55,000 a year.

According to ministry statistics, only five per cent of high school students go into a trade apprenticeship. Currently, there are 47,000 young kids being trained in apprenticeship programs, about 10,000 less than what it should be to meet the demand in for the next decade, says Sauvé.

The most recent quarterly membership survey conducted by the Canadian Federation of Independent Business (CFIB) indicates that the greatest shortage of skilled labor is in the manufacturing industry.

CFIB chief economist Catherine Swift, says in the past Canada relied on immigration, mostly from Europe, to get skilled labor. "We're now in a crunch because a lot of our immigration is now coming from third world countries."

In a publication called Skilled Trades and Career Selection Research Project, author John Walsh calls for a change in attitude towards working in a trade. Otherwise, "Canada will have trouble competing with foreign markets."

Although Canada is now coping with the loss of jobs as a result of free trade, Canadians should reap the benefits by the mid-1990s.

An External Affairs report predicts that a net loss of 131,000 jobs will occur initially.

However the report goes on to say: "There seems to be large potential, at least in our manufacturing sector, for reaping benefits . . . through expanded markets to the U.S.A. . . . These benefits will be realized over a longer period."

But if Canadians can eventually penetrate the American market, there is a potential net benefit of 371,000 jobs, says the report. Wholesale and retail trade should gain 147,000 jobs; the machinery, commercial services, transportation and utilities sectors should gain more than 40,000 jobs.

However, prospects for growth in the labor market are limited by reduced fertility rates in the 1970s and 1980s.

A report published by Ottawa-based Informetrica says "the size of the labor force aged less than 25 is already contracting; this should continue into the next decade at least."

The report anticipates annual growth in the labor force will decline to one per cent by the year 2000 from the 1.9 per cent growth experienced between 1982 and 1988.

The growing trend toward two-income families and government policies promoting job equity in the workplace will result in more women in the labor work force. Females aged 25 to 54, who make up about 30 per cent of the total labor pool, are expected to have the fastest growing participation rate.

Mining and forestry employment will continue to expand into the early 1990s. However, in the long run there will be fewer jobs available in forestry as that industry begins to face resource constraints.

Employment in community, business and personal services will account for 90 per cent of the growth in total employment between 1989-2005.

Neil McDougall, president of the Technical Service Council, says although the stock of engineers, scientists and accountants is at record levels, there's difficulty filling positions because vacancies require special experience.

McDougall says the communication and interpersonal skills are growing in importance.

Susan Reid, executive director of ACCIS, an organization that acts as a matchmaker between employers and post-secondary students, says employers are looking for people with multiple skills. Secretaries, for example, will be expected to have strong administrative skills as well as a sound knowledge of office equipment.

"The Bachelor of Arts degree that has been much maligned over the years has now entered the limelight," says Reid. ☐

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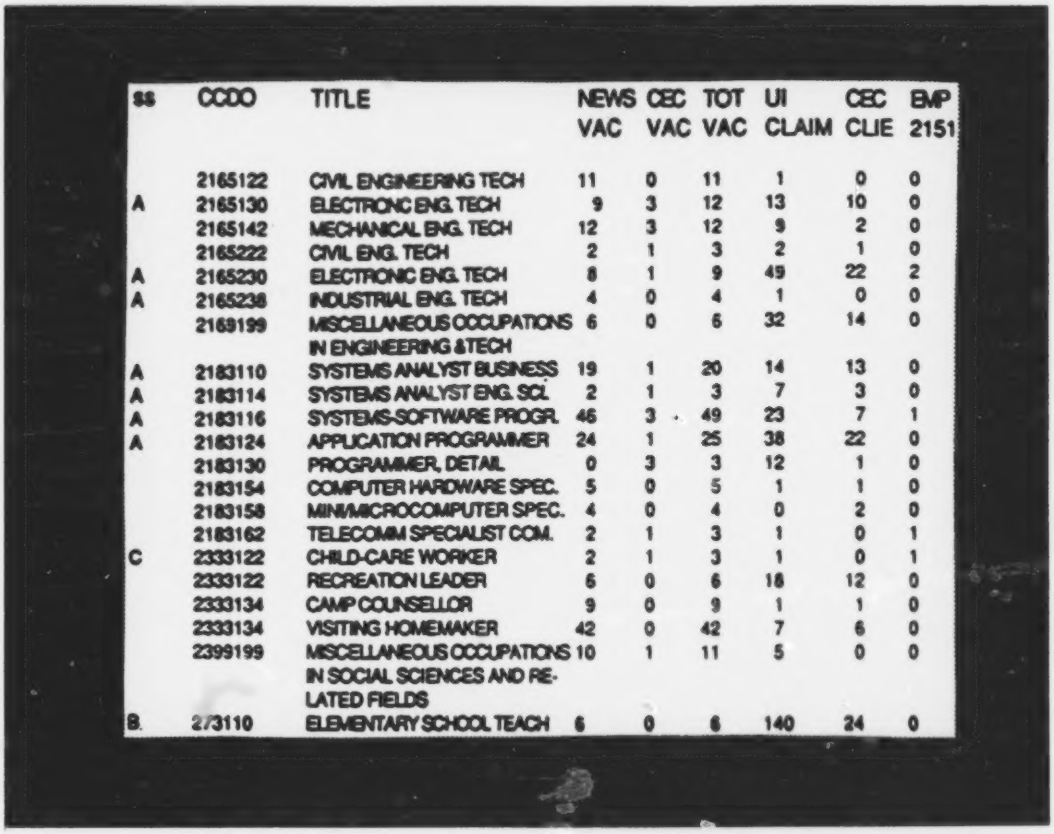
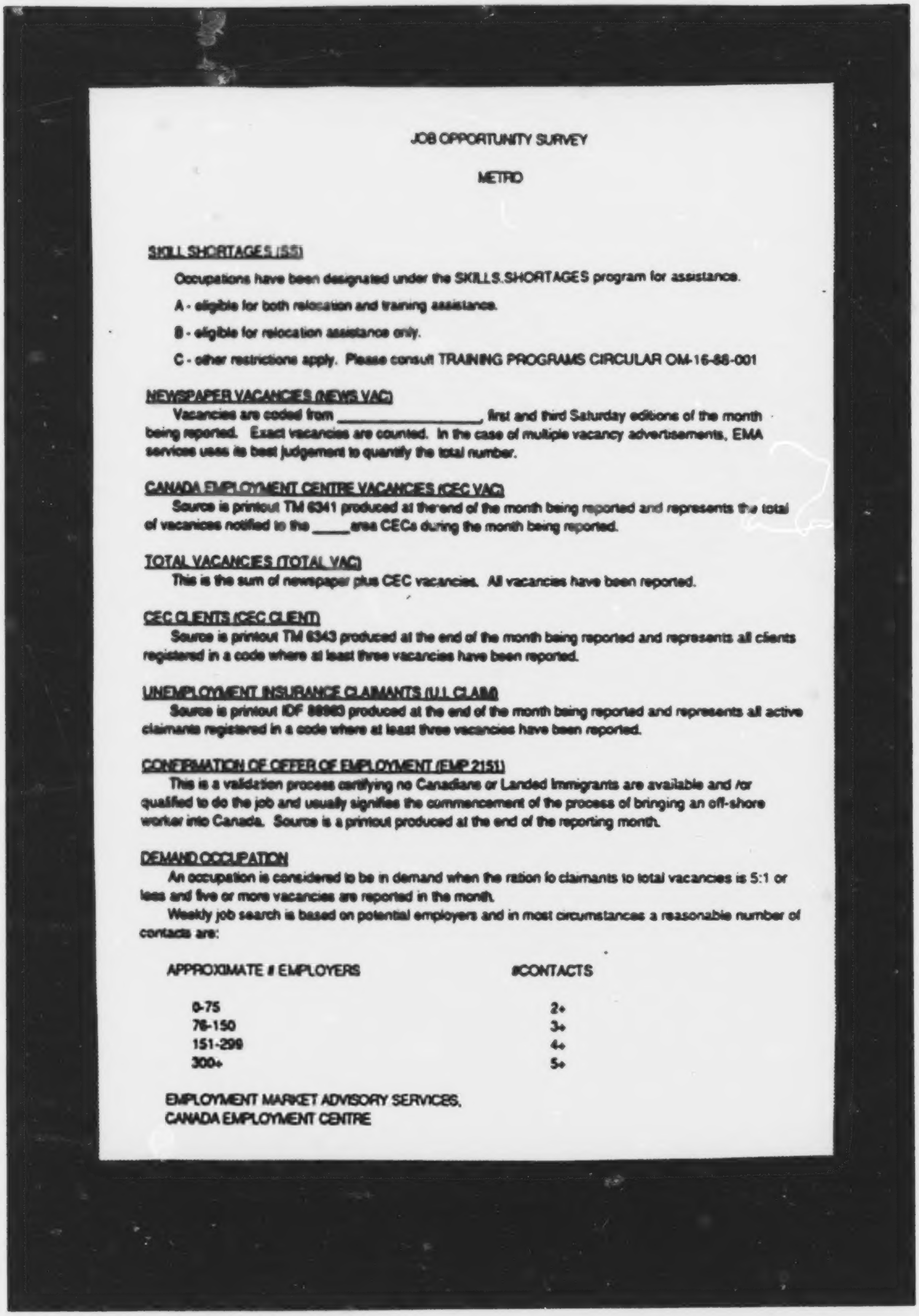
You can also learn a lot about the **job market** by looking at a **database**. Databases are summaries of information. They are often generated on a computer. Although they look confusing, take a few minutes to look at the headings. You will find that a database is a quick way to get information.

A portion of a database published by CEIC follows.
Glance at the first page.



SS	CCDO	TITLE	NEWS VAC	CEC VAC	TOT VAC	UI CLAIM	CEC CLIE	EMP 2151
	2165122	CIVIL ENGINEERING TECH	11	0	11	1	0	0
A	2165130	ELECTRONC ENG. TECH	9	3	12	13	10	0
	2165142	MECHANICAL ENG. TECH	12	3	12	9	2	0
	2165222	CIVIL ENG. TECH	2	1	3	2	1	0
A	2165230	ELECTRONIC ENG. TECH	8	1	9	49	22	2
A	2165238	INDUSTRIAL ENG. TECH	4	0	4	1	0	0
	2169199	MISCELLANEOUS OCCUPATIONS IN ENGINEERING &TECH	6	0	6	32	14	0
A	2183110	SYSTEMS ANALYST BUSINESS	19	1	20	14	13	0
A	2183114	SYSTEMS ANALYST ENG. SCI.	2	1	3	7	3	0
A	2183116	SYSTEMS-SOFTWARE PROGR.	46	3	49	23	7	1
A	2183124	APPLICATION PROGRAMMER	24	1	25	38	22	0
	2183130	PROGRAMMER, DETAIL	0	3	3	12	1	0
	2183154	COMPUTER HARDWARE SPEC.	5	0	5	1	1	0
	2183158	MINI/MICROCOMPUTER SPEC.	4	0	4	0	2	0
	2183162	TELECOMM SPECIALIST COM.	2	1	3	1	0	1
C	2333122	CHILD-CARE WORKER	2	1	3	1	0	1
	2333122	RECREATION LEADER	6	0	6	18	12	0
	2333134	CAMP COUNSELLOR	9	0	9	1	1	0
	2333134	VISITING HOMEMAKER	42	0	42	7	6	0
	2399199	MISCELLANEOUS OCCUPATIONS IN SOCIAL SCIENCES AND RELATED FIELDS	10	1	11	5	0	0
B.	2/3110	ELEMENTARY SCHOOL TEACH	6	0	6	140	24	0

None of this will really make much sense unless you can interpret the top abbreviations. An explanation of the abbreviations in the database follows.



JOB OPPORTUNITY SURVEY

METRO

SKILL SHORTAGES (SS)

Occupations have been designated under the SKILLS.SHORTAGES program for assistance.

A - eligible for both relocation and training assistance.

B - eligible for relocation assistance only.

C - other restrictions apply. Please consult TRAINING PROGRAMS CIRCULAR OM-16-86-001

NEWSPAPER VACANCIES (NEWS VAC)

Vacancies are coded from ________________, first and third Saturday editions of the month being reported. Exact vacancies are counted. In the case of multiple vacancy advertisements, EMA services uses its best judgement to quantify the total number.

CANADA EMPLOYMENT CENTRE VACANCIES (CEC VAC)

Source is printout TM 6341 produced at therend of the month being reported and represents the total of vacanices notified to the _____area CECs during the month being reported.

TOTAL VACANCIES (TOTAL VAC)

This is the sum of newspaper plus CEC vacancies. All vacancies have been reported.

CEC CLIENTS (CEC CLIENT)

Source is printout TM 6343 produced at the end of the month being reported and represents all clients registered in a code where at least three vacancies have been reported.

UNEMPLOYMENT INSURANCE CLAIMANTS (U.I. CLAIM)

Source is printout IDF 88983 produced at the end of the month being reported and represents all active claimants registered in a code where at least three vacancies have been reported.

CONFIRMATION OF OFFER OF EMPLOYMENT (EMP 2151)

This is a validation process certifying no Canadians or Landed Immigrants are available and /or qualified to do the job and usually signifies the commencement of the process of bringing an off-shore worker into Canada. Source is a printout produced at the end of the reporting month.

DEMAND OCCUPATION

An occupation is considered to be in demand when the ration fo claimants to total vacancies is 5:1 or less and five or more vacancies are reported in the month.

Weekly job search is based on potential employers and in most circumstances a reasonable number of contacts are:

APPROXIMATE # EMPLOYERS	#CONTACTS
0-75	2+
76-150	3+
151-299	4+
300+	5+

EMPLOYMENT MARKET ADVISORY SERVICES,
CANADA EMPLOYMENT CENTRE

Activity Eight

Use this portion of the Metro database to answer the questions following.

		NEWS VAC	CEC VAC	TOT VAC	UI CLAIM	CEC CLIE	EMP 2151
3134110	REGISTERED NURSING ASSISTANT	29	5	34	36	14	0
3135110	NURSE AIDE	32	1	33	66	31	0
3135114	ORDERLY	15	14	29	15	14	0
3151110	PHARMACIST, HOSPITAL	4	0	4	0	0	0
3151118	PHARMACIST, RETAIL	6	0	6	2	0	0
3157110	DENTAL HYGIENIST	9	0	9	4	0	0
3157114	DENTAL ASSISTANT	3	0	3	33	6	0
3159174	PHARMACY AIDE	6	0	6	5	2	0
3159199	MISCELLANEOUS OCCUPATIONS IN MEDICINE AND HEALTH	4	0	4	8	3	0
3355122	TRANSLATOR	6	0	6	16	6	0
3715199	OTHER ATTENDANTS, SPORT AND RECREATION	2	1	3	4	0	0
3719117	SKI HOST/HOSTESS	0	19	19	0	0	0
4111110	SECRETARY	123	17	140	518	224	0
4111111	EXECUTIVE SECRETARY	14	5	19	129	54	0
4111112	LEGAL SECRETARY	38	1	39	7	6	0
4111113	MEDICAL SECRETARY	7	0	7	25	11	0

Deciphering Information

1. How many newspaper vacancies were reported for orderlies? ____________________
2. Do any of these jobs come under Confirmation of Offer of Employment? ____________________
3. What was the total number of vacancies for CCDO title 4111110 Secretary? ____________________
4. How many Pharmacy Aides are registered with CEC? ____________________
5. According to the category NEWS VAC, how may positions are advertised for translators? ____________________

This is by no means a complete database.
It is only an example of the type of information you can use. CEIC offices will have databases reflecting the **job market in your community.**

Job Shadowing

Another way to narrow down possible occupations is to **job shadow**. Put simply, job shadowing is following an employee around for a day or two observing the job. There are many benefits to using this method.

Activity Nine

Work with a group to **brainstorm** answers. Brainstorming is a technique in which you write down every idea that pops into your head on one subject: good, bad, outrageous. Once you have many ideas down, you sort through and use the best ones.

1. Reasons why job shadowing may be useful.

____

____

____

____

2. Things that may be observed that you wouldn't read about in a job description

____

____

____

Job shadowing is a perfect opportunity to talk to people about their own careers. Ask everyone you can on the job site about their work. You will be able to check on the validity of a conclusion you drew from observing. It is always important to ask about something you have seen. You will be able to get an immediate answer to a question.

Activity Ten

Report your observations. You may chose how you wish to do this.
Some people like to develop a chart with lists of specific things to look for.
Others like to write up a summary of the day. Whichever way you choose is fine as long as you keep your ears and eyes open.
Show your report to your instructor.

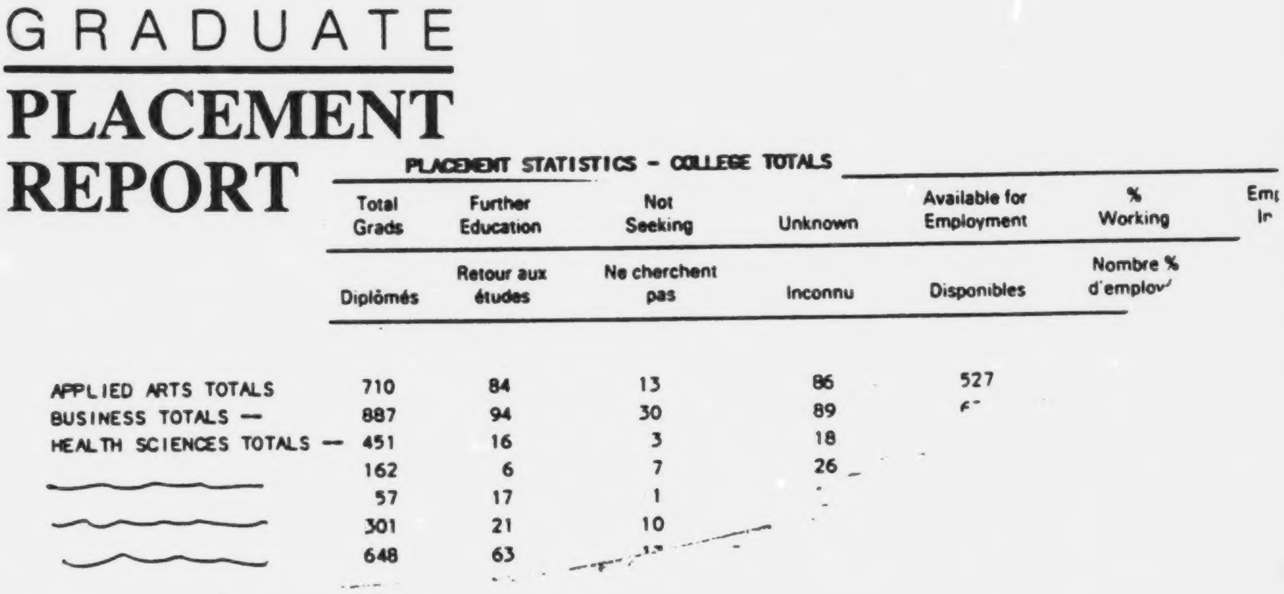
Using Graduate Placement Reports

Most educational institutions, provincial and private, collect information on the employment status success of their graduates. This information may help you in your decision for further training and in career selection. The numbers in such reports will indicate the employment success of the people who chose to train for a given occupation.

This information is useful to the institution and the potential student - job seeker. The institution can prove its effectiveness by demonstrating visually that its graduates find employment. It is useful to the potential student - job seeker as well. The statistics indicating the success or failure of earlier graduates will help you make a career choice.

Like all reports of this nature, it is necessary to examine the organization of the statistics in order to extract useful information from it.

The following Graduate Placement Report is organized in two ways:
by school eg. *Applied Arts, Business, Health Science, Technology and Trades*
and, by course eg. *Broadcasting, Accounting, Dental Assistant, Computer System Technician.*



GRADUATE

PLACEMENT REPORT

PLACEMENT STATISTICS - COLLEGE TOTALS

	Total Grads	Further Education	Not Seeking	Unknown	Available for Employment	% Working	Em Ir
	Diplômés	Retour aux études	Ne cherchent pas	Inconnu	Disponibles	Nombre % d'emplov	
APPLIED ARTS TOTALS	710	84	13	86	527		
BUSINESS TOTALS —	887	94	30	89	6		
HEALTH SCIENCES TOTALS —	451	16	3	18			
	162	6	7	26			
	57	17	1				
	301	21	10				
	648	63	[illegible]				

D TRADES - TECHNOLOGIE ET MÉTIERS/

- TECHNOLOGIE

	Total Grads / Diplômés	Further Education / Retour aux études	Not Seeking / Ne cherchent pas	Unknown / Inconnu	Available for Employment / Disponibles	% Working / Nombre % d'employés	Employed in Field / Emploi dans le champ	%	Employed Other / Emploi hors champ	%	See / Cherchent toujours	mov
ctural Technician (4 sem.)	34	15	2	0	17	100%	12	71%	5	29%	0	$22-23K
iques d'architecture (4 sem.)	13	3	0	0	10	100%	7	70%	3	30%	0	20-21K
hitectural Technology (6 sem.)	17	2	0	1	14	100%	14	100%	0	-	0	21-22K
echnologie de l'architecture (6 sem.)	11	0	0	0	11	100%	10	91%	1	9%	0	21-22K
Chemical Technology-Biochemical/ Tech. du génie chimique - Biochimie (6 sem.) (6 sem.)	13	0	0	0	13	92%	12	92%	0	-	1	21-2
Chemical Engineering Technology/ Chemical Technology Bio/Engineering (6 sem.) (6 sem.)	9	0	0	0	9	100%	6	67%	3	33%	0	
Computer Systems Technician (4 sem.)	8	0	2	0	6	83%	5	83%	0	-	1	
Computer Technology-Computer Science/ (6 sem.)	24	1	3	1	19	79%	14	74%	1	5%	4	

ICES - SCIENCES DE LA SANTÉ

	Total Grads / Diplômés	Further Education / Retour aux études	Not Seeking / Ne cherchent pas	Unknown / Inconnu	Available for Employment / Disponibles	% Working / Nombre % d'employés	Employed in Field / Emploi dans le champ	%	Employed Other / Emploi hors champ	%	Still Seeking / Cherchent toujours	Average Salary / Salaire moyen	Count / Total
e Emergency Care (3 sem.)	22	1	0	0	21	90%	18	86%	1	5%	2	$24-25K	1
s ambulanciers (3 sem.)	9	0	0	0	9	100%	9	100%	0	-	0	25-26K	3
l Assistant (3 sem.)	29	1	0	2	26	100%	24	92%	2	8%	0	17-18K	
ns dentaires (3 sem.)	16	0	0	1	15	93%	14	93%	0	-	1	18-19K	
ntal Hygiene (6 sem.)	29	0	0	0	29	100%	29	100%	0	-	0	44-45K	
Hygiène dentaire (6 sem.)	7	0	0	0	7	100%	7	100%	0	-	0	38-39K	
Health Records Administration (5 sem.)	20	0	0	3	17	94%	14	82%	2	12%	1	23 [illegible] K	
Medical Laboratory Technology (6 sem.)	18	0	0	1	17	100%	16	94%	1	6%	0		
Technologie du laboratoire médical (6 sem.)	13	1	0	0	12	83%	10	83%	0	-	2	20-	
Nursing (6 sem.)	93	1	1	1	90	97%	85	94%	2	2%	3	2	

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Activity Eleven

If possible, resolve the following issues in a class discussion.
If you are working alone, answer below.

1. How can a Graduate Placement Report be useful to you?

2. Do you have any reservation about using a tool like this to make a career decision?

3. Where can you get information like this for your area?

4. How will this aid you personally?

Education Investigation

There are many reasons for returning to school. People return to the workforce after years of raising children. Some have been injured on the job and have to return to school to retrain. Others are unhappy in their work and want to train for something new. Some of us never had the opportunity to finish our education. And too, because of the influence of technology on the workplace, some workers must learn new techniques as unskilled jobs become more and more obsolete.

Many of us have discovered that more education is needed - sometimes in a specific skill like typing or office management or in something like mathematics or communication.

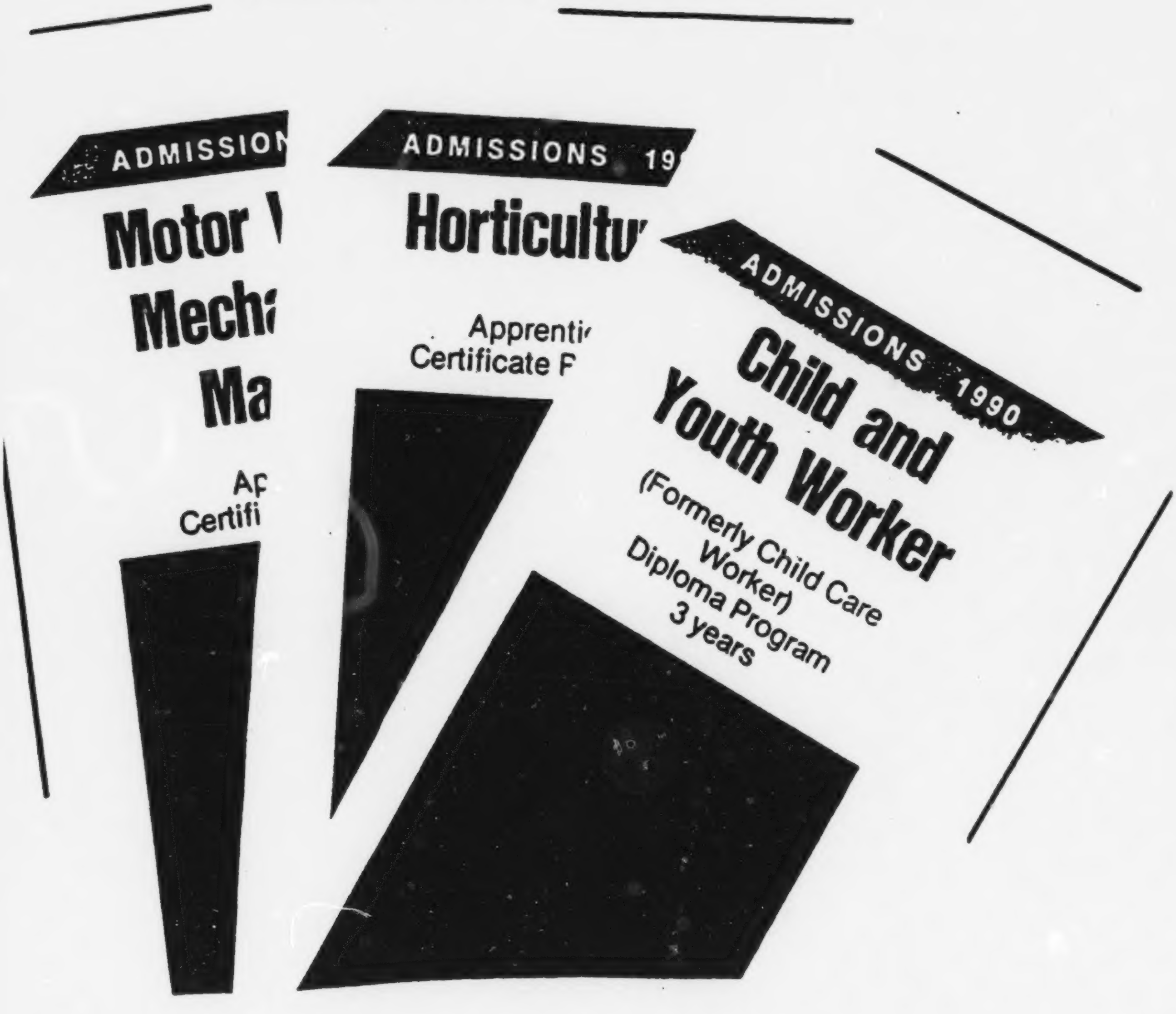
The information you gathered exploring the job market will help you decide on a occupation. It will also lead to a decision about training, re-training or on-the-job training.

Once you complete your OBS training, there are many options available to you. These may include:

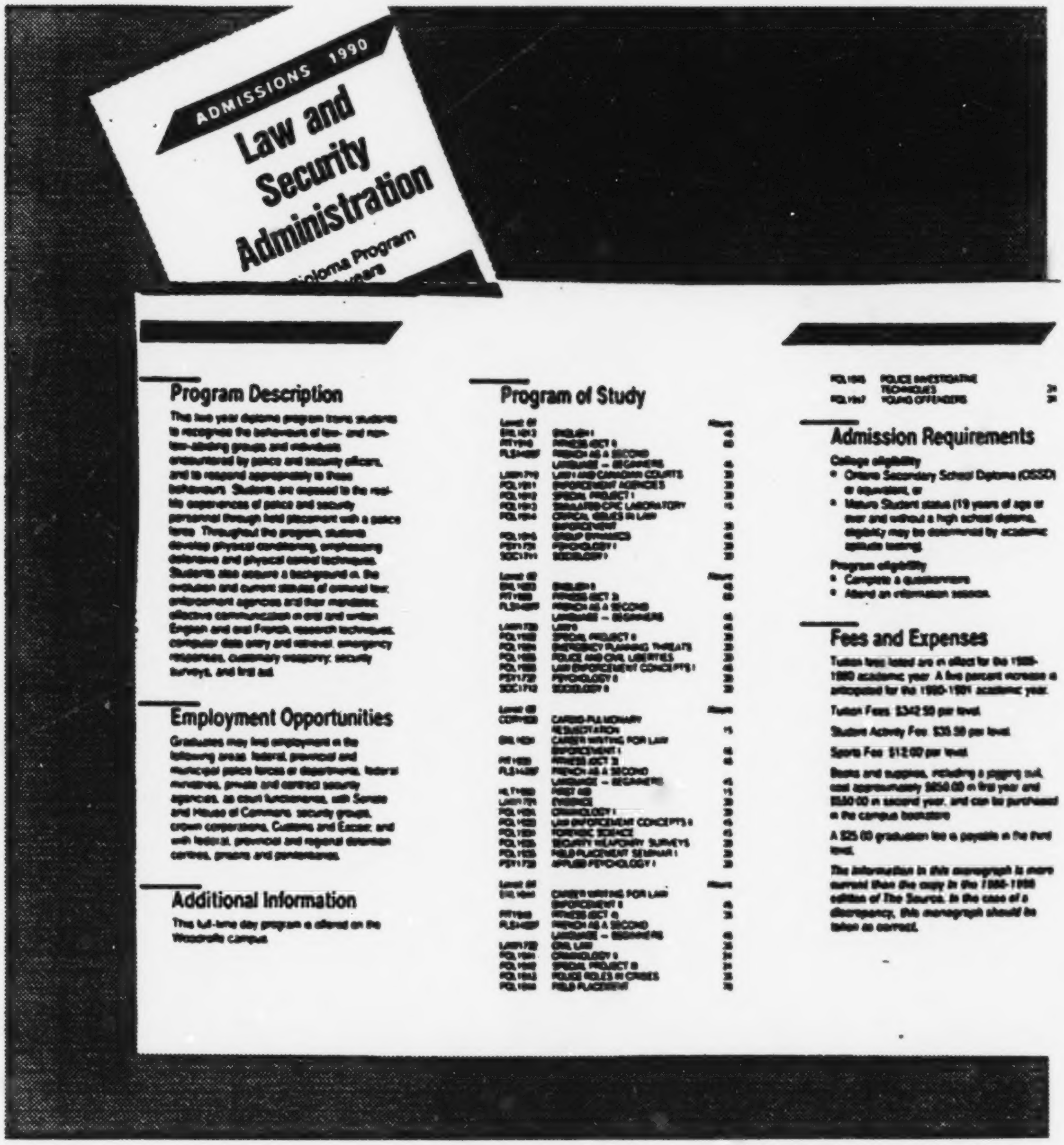
1. attending university,
2. attending a community college or technical institute
3. attending a vocational or private trade school
4. enrolling in an apprenticeship program
5. taking on-the-job training.

One of these options is to continue training at your community college. The next activities will provide you with some practice and hints for **college monographs.**

A monograph is an information pamphlet summarizing a college program. It is not meant to give you all the information you need. It usually contains a **program description, employment opportunities, program of study, admission requirements, fees and expenses** and **application information.** Every college has a different format for its monographs, but the information given should be about the same.


ADMISSIO
Motor
Mech
Ma
Ap
Certifi
ADMISSIONS 19
Horticultu
Apprenti
Certificate P
ADMISSIONS 1990
Child and
Youth Worker
(Formerly Child Care
Worker)
Diploma Program
3 years

Here is a sample of a monograph.
It is for a Law and Security Administration Diploma Program.
It happens to be from ***Algonquin College*** in Ottawa.



ADMISSIONS 1990

Law and Security Administration

Diploma Program

Program Description

Employment Opportunities

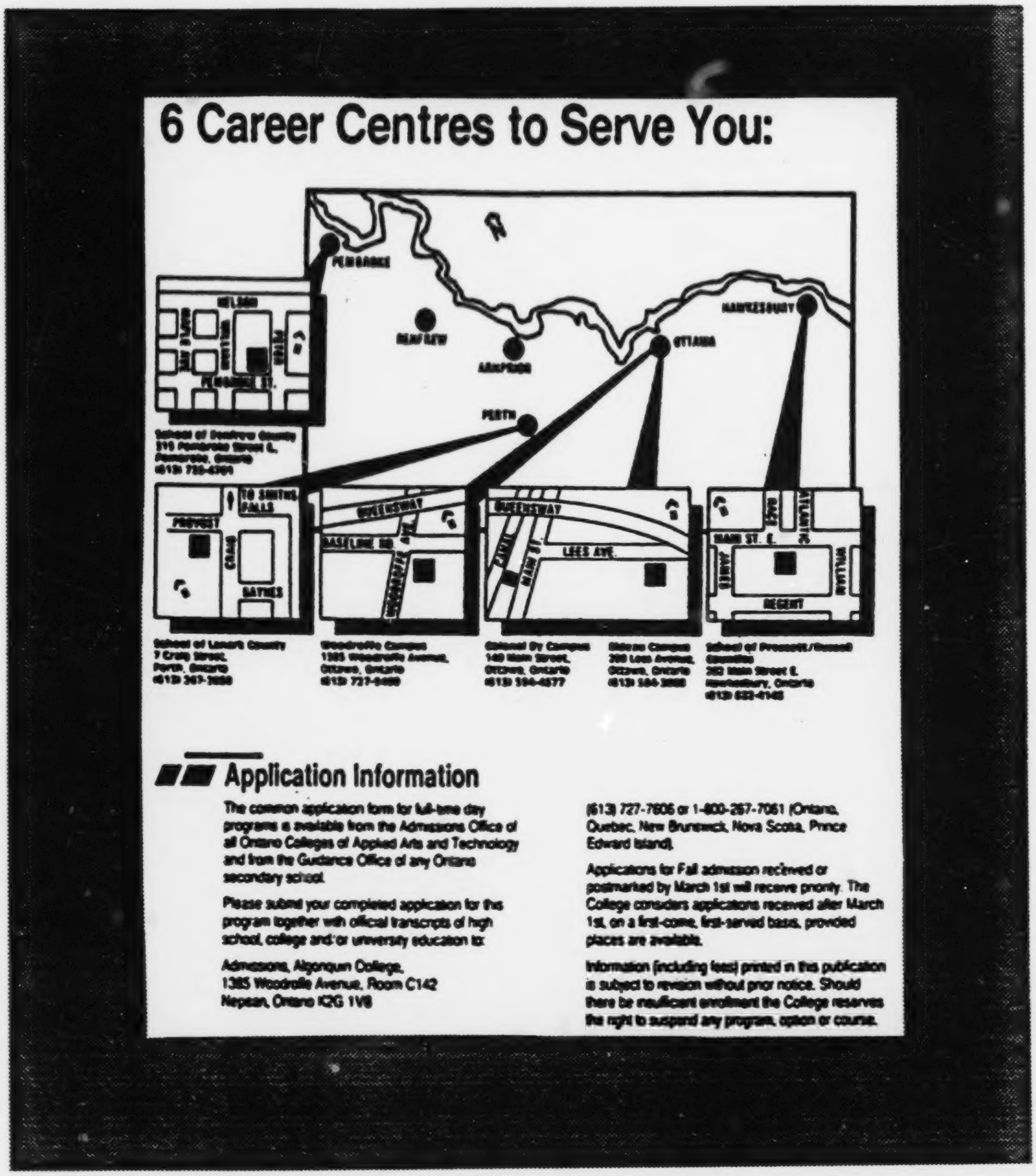
Additional Information

Program of Study

Admission Requirements

Fees and Expenses

The back page of the example monograph.



PEMBROKE
RENFREW
ARNPRIOR
PERTH
OTTAWA
HAWKESBURY
N
NELSON
PEMBROKE ST.
TO SMITHS FALLS
PROVOST
CRAIG
GAYNES
QUEENSWAY
BASELINE RD
WOODROFFE AVE.
QUEENSWAY
LEES AVE.
MAIN ST
MAIN ST. E.
ATLANTIC
JAMES
WILLIAM
REGENT

6 Career Centres to Serve You:

Application Information

The common application form for full-time day programs is available from the Admissions Office of all Ontario Colleges of Applied Arts and Technology and from the Guidance Office of any Ontario secondary school.

Please submit your completed application for this program together with offical transcripts of high school, college and/or university education to:

Admissions, Algonquin College,
1385 Woodroffe Avenue, Room C142
Nepean, Ontario K2G 1V8

(613) 727-7606 or 1-800-267-7061 (Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island).

Applications for Fall admission received or postmarked by March 1st will receive priority. The College considers applications received after March 1st, on a first-come, first-served basis, provided places are available.

Information (including fees) printed in this publication is subject to revision without prior notice. Should there be insufficient enrollment the College reserves the right to suspend any program, option or course.

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Activity Twelve

Find two monographs from your local college. Choose something that you might really be interested in pursuing. Complete the following summary sheets about each course.

Full Name of Program

Location of Program

Admission Requirements

Two areas I could find employment in upon graduation

Cost per year

Where do I apply?

Subjects I will be taking
3 that sound interesting
1 or 2 that I am unfamiliar with

Is there work placement?

Full Name of Program

Location of Program

Admission Requirements

Two areas I could find employment in upon graduation

Cost per year

Where do I apply?

Subjects I will be taking
List 3 that sound interesting
List 1 or 2 that you are unfamiliar with

Is there work placement?

As you have just seen, monographs can give you important information. If a program looks good to you and if the career that it prepares you for meets the values you said were important to you, then go one step further. Get the calendar (college, university, training school) and study it. It will give you even more information.

Just as you investigated job options by using a variety of tools, it is necessary to investigate the best way to get the education or training you need. There are many places to get training. Leave no stone unturned!

Use your research skills and your energy to investigate a variety of programs.

Apprenticeship Programs

Another option you may wish to consider is an apprenticeship program. An apprenticeship program is a combination of on-the-job experience and in-school training. Through an apprenticeship program, you can learn to be a carpenter, an electrician, a baker, an automotive machinest, a horticulturalist, a cook, a painter and decorator or powerline installer.

There are many many more possible skilled occupations available through apprenticeships. The Ontario government has introduced special initiatives to interest more people in apprenticeships.

To get more information call this toll free number **1-800-387-5656.**

Activity Thirteen

Invite an Industrial Training Consultant from one of the Ministry of Skills Development Apprenticeship Branch's field offices to come and speak to your class. The number of the office in your area can be found in the phone book (blue pages) under:

Government of Ontario

and then under

SKILLS DEVELOPMENT -Ministry of
Apprenticeship and Tradesman

Develop a set of questions to ask before your speaker arrives. Take notes during the presentation. Use these notes to summarize the information you gained. Hand in the summary to your teacher.

Finalizing your decision

You have completed two steps of career planning thus far. You have thoroughly explored your interests, needs, values and skills in section one. Then you used a number of tools and methods to find occupations which matched these self-assessment discoveries. You have spent time researching the current job market and perhaps job shadowed. You obtained and examined the information in a Graduate Placement Report. Now it is time to make a decision. Spend time formalizing your decision by carefully completing the Occupation / Career Plan.

It is now time to formalize your plan. Fill out this form. Please print.

Part A Occupation/Career Plan

Name ______________________________

Address ______________________________

____

Telephone ______________ Best hours to call __________

Language(s) ______________________________

Level of education completed

grade ______________________________

place or city taken ______________________________

year ______________________________

Other courses taken

what ______________________________

what place or city ______________________________

when ______________________________

Equipment I can operate well ______________________________

____

Licences, certificates or diplomas I have earned ______________

____

Present Employer

Name ______________________________

Address ______________________________

Telephone ______________________________

Past Employers

Name ______________________________

Address ______________________________

Telephone ______________________________

Name ______________________________

Address ______________________________

Telephone ______________________________

Part B Employment Investigation Summary

Occupation Investigated	When?	How?
eg. chef	June 1 - 5	monograph job shadowed
1.		
2.		
3.		
4.		
5.		

I have chosen ______________________ as an occupation.

I chose this occupation because.......

I am prepared for this occupation. ☐ yes ☐ no

I am ready to conduct a job search. ☐ yes If yes, skip part C.

Part C Education / Training Plan

I have decided that I need more training to get the job I want. ☐ yes

The education or training requirements for ______________
(occupation you chose)

are ______________________________
(grade 12, college, univeristy)

I can get this training

1. ______________________ ______________________
name of school course description

______________________ ______________________
address start/finish date

______________________ ______________________
phone length of course

____
cost

2. ______________________ ______________________
name of school course description

______________________ ______________________
address start/finish date

______________________ ______________________
phone length of course

____
cost

I have decided to ______________________________.

Continue with **Job Search** in the next section. You will learn useful techniques that you soon will be able to use.

Activity Fourteen

You are now asked to prepare an oral presentation. Use the following guide to help you. This activity will give you good practice speaking in front of a group and it will be an opportunity to share your choice with your group. Allow your classmates and instructor to ask questions and give you feedback about your presentation and the process you went through in this career decision.

Many people are reluctant to speak in front of a group.
Use the guide and you will be surprised how easy it is.

Date of scheduled presentation ______________________

Easy Steps to Making a Presentation

1. Know your subject.

What is the purpose of the presentation?

The purpose of my oral presentation in Career Planning Employment / Education is to inform my instructor and classmates of my career decision and how I arrived at it. It is also my purpose to receive feedback from them..

2. Know your audience.

Who am I speaking to?
Do they have any background in the subject?
Are they interested?
Am I suppose to convince them of something?

Your classmates and instructor have been working through the same unit so you won't have to give them a lot of background information. Because of this, they will be interested in what you have to say.

3. Organize your thoughts.

Brainstorm all the points you wish to cover in your presentation. Write them down in any order. Just get them down. Once this is done, start organizing them into some pattern. Put similar ideas together. You will start to see a pattern. Decide how best to organize your presentation.

Should you.....?

- give the facts in a sequence
- present a problem and the give the solution
- compare and contrast
- speak for something and then against

4. Organize your presentation.

" Tell 'em what you are going to tell 'em."
" Tell 'em."
" Then tell 'em what you told em."

- Spend about 10% of the time given you on introducing the subject.

  You may want to give some background about yourself in your presentation.
- Spend about 70% presenting your information.
- Spend the last 20% summarizing what you've said.

5. Prepare notes to use in your presentation.

You don't want to read to your audience. (Nothing is more boring!) Notes in front of you however, will remind you of the points you want to make. Underline or highlight key words to remind you.

6. Prepare some kind of visual aid or handout if possible.

Words or pictures on a chart, chalkboard, overhead or handout will reinforce what you have said. It also can act as a cue to you. (It will remind you of what you planned to say.)

You may want to write the steps of the decision making process on chart paper or a chalkboard.

7. Practice, practice, practice.

Find a private place to practice your presentation. Think about your voice. Are you speaking too fast? too slowly, too softly?

The more you practice, the more confident you will be.

Self-Evaluation

1) Did I collect adequate and accurate information on the 3 occupations I studied? yes no

2) Have I examined alternatives to determine whether each is likely to give me the satisfaction I expect (values test) ? yes no

3) Have I determined whether I need more training or if I am presently ready to actively job search? yes no

---

You may still be unsure of a career choice. If so, repeat the process.....as many times as is necessary.

Perhaps you started this unit knowing what job you wanted. That's great! After investigating it thoroughly, do you feel the same way? You may have changed your mind, discovered something else appealing, or decided to remain with your original plan. **There are no wrong answers.** The important thing is that you thoroughly investigate any job, occupation, or career before you make any decison. It is too important to leave to chance.

This section is complete.....that doesn't mean your task is finished however. In the next section, you will explore actual ways to go after the job you chose. It is commonly known as **job search**. Investigating your job choice is important— spending time in preparation is equally vital.

Job Search

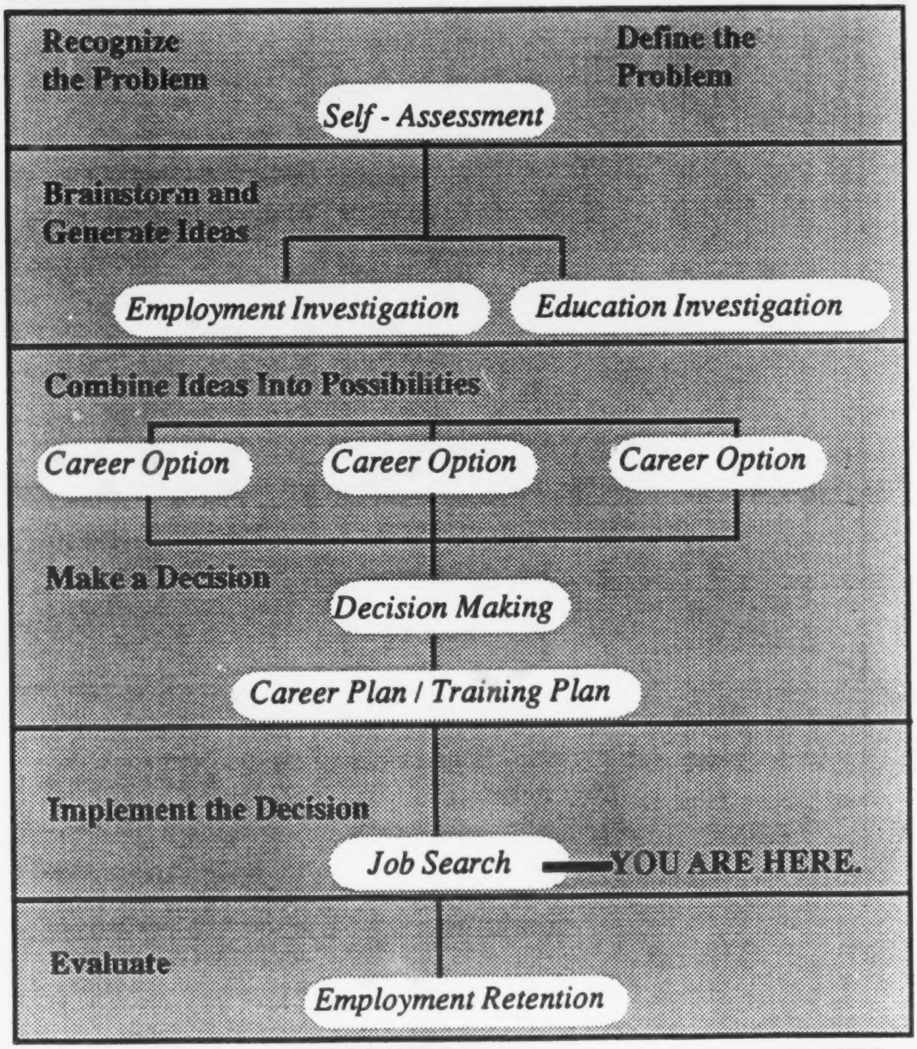
Date begun_______________

Date completed___________

Job Search

You have already laid the ground work for your Job Search. You have explored your values, attitudes, experience and expectations, interests and abilities. You know what you have to offer and you have analyzed and decided on the type of job you want. You will now apply this information to your Job Search which is the next step in Career Planning.

Here is an overview of that process.

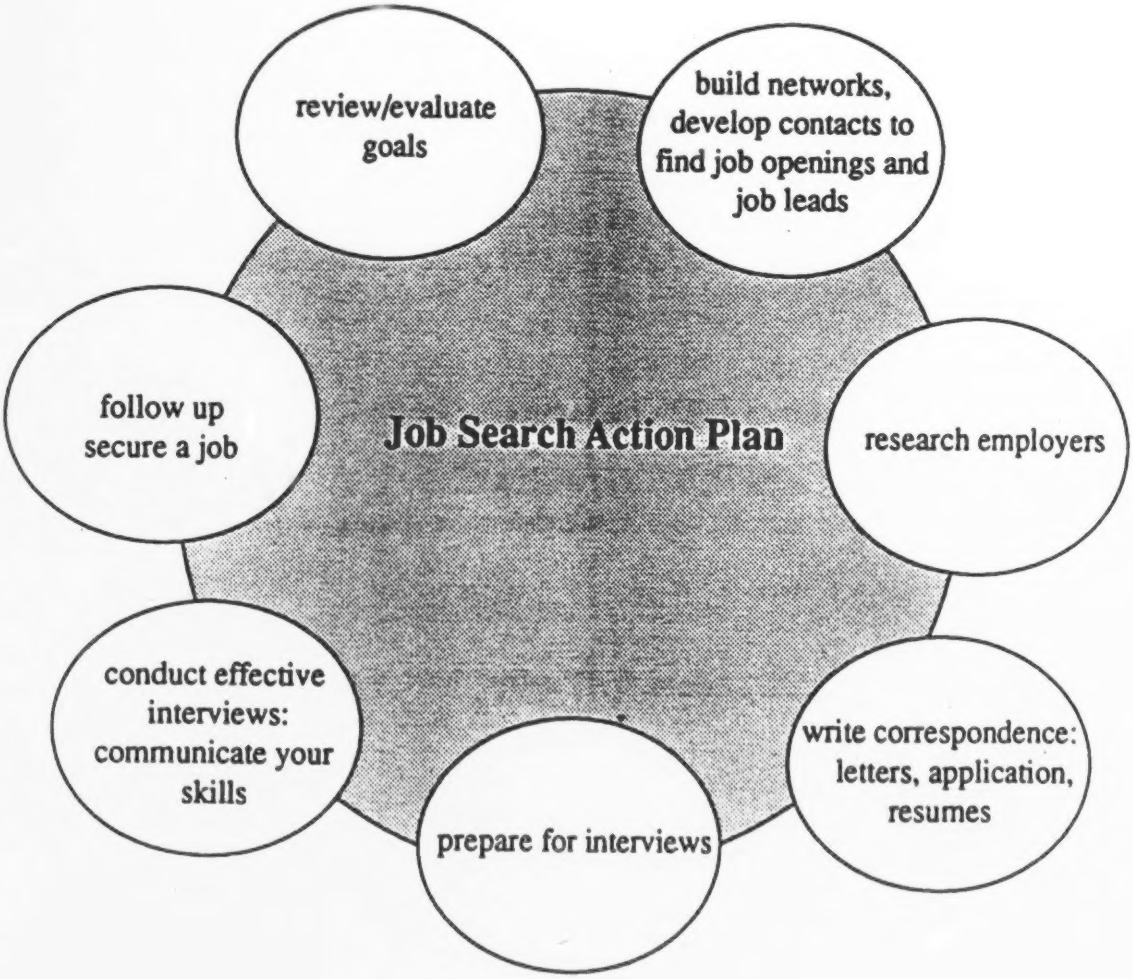

Recognize the Problem
Define the Problem
Self - Assessment
Brainstorm and Generate Ideas
Employment Investigation
Education Investigation
Combine Ideas Into Possibilities
Career Option
Career Option
Career Option
Make a Decision
Decision Making
Career Plan / Training Plan
Implement the Decision
Job Search
YOU ARE HERE.
Evaluate
Employment Retention

Job Search Plan

You are now ready to begin your Job Search Plan

Remember as you go through this process, the job seeker receives more rejections than job offers. Do not be discouraged.

A well developed and executed Job Search Plan of Action will help you implement your decision - to get the job you want.


Job Search Action Plan
review/evaluate goals
build networks, develop contacts to find job openings and job leads
research employers
write correspondence: letters, application, resumes
prepare for interviews
conduct effective interviews: communicate your skills
follow up secure a job

Starting Your Job Search

Consider this situation.

For a moment, put yourself in the employer's position.

As a manager / supervisor of a busy downtown office, you find yourself unexpectedly short of staff. You need to fill a vacant position as soon as possible. You must find a candidate who will "fit in" with currrent staff and meet the job requirements.

Activity One

Identify possible methods which you, as an employer, could choose to elicit applicants. Use the space provided to write your answers.

For example: *college placement centres*

Decide which method(s) would be most cost effective and time efficient. Give reasons for your answers.

Classified Ads / Want Ads

Advertising a position in the classiified or want ads may not be the best course of action. In the workplace, however, there are policies and practices obliging employers to advertise the position internally and externally.

Activity Two

From an employer's point of view, write an effective job ad announcing a job vacancy for one of the following.

- a computer programmer
- a hospital record clerk
- an assistant manager trainee
- your own choice

Your ad should at least include

- job responsibilities / skills
- desirable qualifications
- application procedures

Use 25 words or less to write your ad.

Watch Out!

How does your ad read? Does it catch the reader 's attention....? Compare your content and format to the examples below.

Activity Three

Read the ads carefully. Put yourself in the position of a person seeking employment.

Would you respond to your own ad?
Explain your answer.

Would you respond to these ads?
Explain your answer.

MATURE COMMUNICATOR

Are you a person who describes yourself as:

Warm
A helper
Committed
Enthusiastic
Realistic

Joyful
An organizer
A change Agent
Decisive
Enjoying Excellence

If so, we would welcome the opportunity to explore with you the creation of a position on our dental team. We believe skills can be readily acquired. Therefore experience in a dental practice is not necessary.

Please call Dr. Arthur Conn, 23
***Monday or Wednesday* 6:30 p.m. t**
***or Friday* 2 p.m. to 4:30 p.**

7155 S10 20

WANT SOME EXTRA CASH?

Eight enthusiastic people required for promotion with Local Merchants.

Guaranteed Hourly Salary + Bonuses + Incentives
Earn up to $15.00/hour.
Full and Part Time hours available

Ideal for Students and Homemakers
No experience necessary, we train.

For interview call to set up an appointment
10 a.m. to 2 p.m. or 5 p.m. to 8 p.m.

729-7719

6148-C11-13

Earn obscene amounts of
$MONEY$
714-476-6860 24hr recorded message.

B.Y.O.B.!

Yes! Be your own boss

National food company has 3 openings for combination driver and food rep.

—company vehicle
—possibility of advancement
—training
—minimum expected $600-$800 per week

Call now for personal interview:

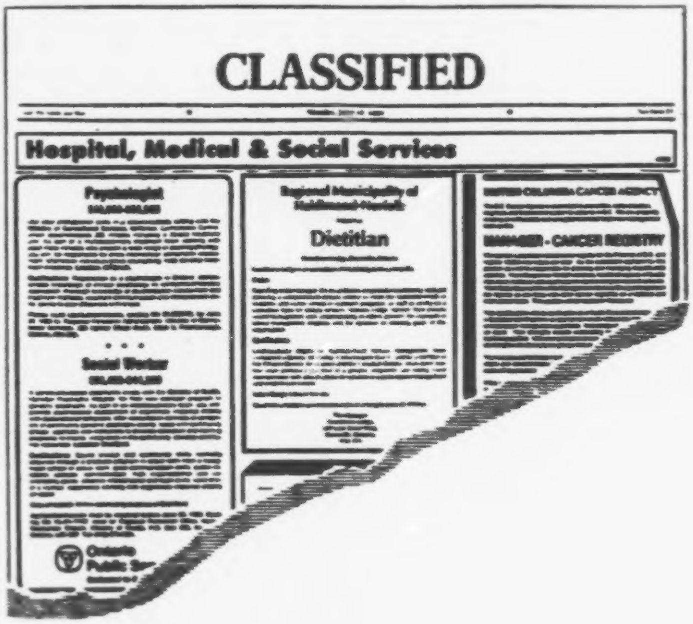
226-3664

2746-C25-27

Be careful....
Some of these are **Blind Ads.** They do not identify the employer. A business places these ads to receive more responses than they would if they were identified.

Responding to Classified Ads

Learning to compare the duties listed in the want ads to your skills and experience is very important.


CLASSIFIED
Hospital, Medical & Social Services
Psychologist
Dietitian
Social Worker
MANAGER - CANCER REGISTRY

Activity Four

Select a job ad from a newspaper or journal. Read the ad carefully. Copy or clip the ad. Use the space below.

Activity Five

Using the chart below,

- write each duty as outlined in the job ad in the first column
- write the skills asked for in the second column
- write skills and experience you have that relate in the third column

Duties and responsibilites outlined in job ad	Skills they are asking for (translate duties to skills)	Skills you have that match the job ad.
eg. *• repond to written inquiries and requests*	*• communicate in oral and written form* *• communicate using tact* *• research and organize* *• problem solve client complaints*	*• communicate effectively in oral and written form (Newspaper editor; Community Neighbourhood Ass.* *• research and organize / planned and implemented letter campaign road closure*

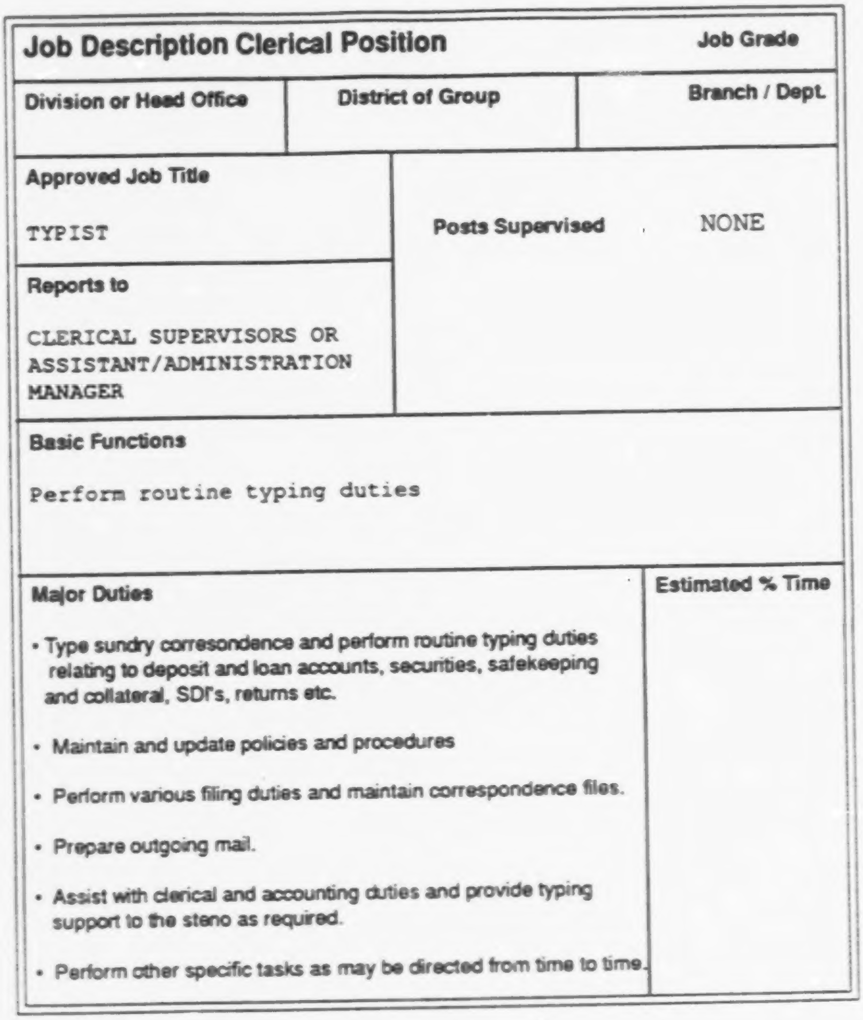
continued

Duties and responsibilites outlined in job ad	Skills they are asking for (translate duties to skills)	Skills you have that match the job ad.

Job Descriptions

Call the personnel office and ask for a **Job Description.** This will give you more details on job duties and responsibilities than is included in the newpaper ad.

Read this example.



Job Description Clerical Position

Job Grade

Division or Head Office

District of Group

Branch / Dept.

Approved Job Title

TYPIST

Posts Supervised NONE

Reports to

CLERICAL SUPERVISORS OR ASSISTANT/ADMINISTRATION MANAGER

Basic Functions

Perform routine typing duties

Major Duties

Estimated % Time

- Type sundry corresondence and perform routine typing duties relating to deposit and loan accounts, securities, safekeeping and collateral, SDI's, returns etc.
- Maintain and update policies and procedures
- Perform various filing duties and maintain correspondence files.
- Prepare outgoing mail.
- Assist with clerical and accounting duties and provide typing support to the steno as required.
- Perform other specific tasks as may be directed from time to time.

Be prepared to recognize skills you have and skills you may need to improve or learn.

Analyzing the Job Market

Many job seekers have difficulty finding job openings because of incorrect assumptions and hasty generalizations they have made about the job market. The following article draws your attention to these points.

Activity Six

Read the article on the next page. It is called **Job Outlook** and is written by Thomas Burdick and Charlene Mitchell.

Answer.

1. State the topic and main idea of this article.
2. Identify and list examples of incorrect assumptions and generalizations made by many job seekers.
3. Evaluate the supporting details used in the article in relation to the author's main idea.
4. How can you apply this information to your job search strategy?

Job outlook: Encouraging signs for the rest of 1990

By Thomas Burdick
and Charlene Mitchell

THE WINNING EDGE

While the economic outlook for the country is mixed, there are encouraging signs for employment in the rest of 1990.

David Wyss, chief economist with McGraw-Hills' Data Resources economic forecasting firm, predicts the best time to look for white-collar jobs will be in early fall. Since the typical job search today takes far longer than it did in the past, there's no time like the present to begin.

If you've been with the same company for a few years or you're a newcomer to the rites and trials of getting a job, here's a crash course in the preliminaries.

Understanding the game: Don't set any expectations. The days of quick hires and slow regrets are over.

Companies as well as employees have come to realize the real high price that is paid when hiring decisions are made without much thought or exploration of the fit between company and candidate.

You will have a successful job search as long as you don't impose a time limit. According to a survey conducted by one executive search firm, the average length of time to fill a top management position is three and one-half months; for a middle management job it takes two months; and for a staff position anticipate one and one-half months.

Keep in mind that these figures are from the perspective of the hiring firm — for the job seeker it could take far longer. You may have to interview dozens of companies and send out even more resumés. Ultimately your job search could take six months.

Rid yourself of outdated assumptions that can derail your search: The 1980s saw the rise of networking, overpriced Ivy League MBAs, and employment agencies that charged for resumé preparation and lists of alleged job prospects. The 1990s are more reality based.

Networking will not guarantee you a job. (It may get you an interview but that's it.) Employers at the best companies don't just hire the people with top credentials, and even those who do tout their gilt-edged ranks always have openings for talented outsiders.

Don't expect to find your job in the newspaper want ads or any official listings.

And steer clear of anyone who wants to charge you for their employment services. Almost two-thirds of jobs are found by contacting companies on your own, utilizing the services of executive recruiters (who are paid by the companies and not the individuals), or by asking friends and associates about openings. On-campus interviews at colleges are also good sources.

Avoid the pitfalls: Perhaps the biggest pitfall in a job search is the tendency to become discouraged.

It's easy to see why job hunters can begin to despair. Each day they are being rejected. Either their resumés fail to produce interviews or the interviews fail to produce jobs.

It's constant negative feedback until finally a positive response results. If the job seeker understands the psychology of the "hunt," it shouldn't be as discouraging.

The employment process in virtually all companies is intrinsically a negative one — the "winners" are those who can simply stay in the running the longest.

While many people think that the hiring process is fairly straightforward — the company sees the right person from the crowd of eager job seekers and selects him or her — that isn't the way it works.

Employers may be looking for certain qualities, but they arrive at a final choice by a negative process of elimination rather than a positive process of selection.

The difference, though subtle, is an important one, akin to a large game of musical chairs where even one mistake can take you out of the running.

In the initial review of resumés flooding into the company, personnel uses this negative approach to weed out large numbers of candidates. Those who are left from this first "cut" are run through an introductory interview.

Again the interviewers are looking for reasons to eliminate people from the list rather than spotting Mr. or Ms. Right-For-The-Job.

Job hunters are continuously cut from the running until the company has a manageable number of people to present for in-depth interviews. Then, the executives can begin to look for the special qualities that make some candidates good choices for employment.

Getting started: Keep in mind what employers want — skills, credentials, achievements, maturity, initiative, ability to work on a team — and make sure your resumé demonstrates these qualities. Prepare at least four drafts of your resumé and then have people whom you trust evaluate the various formats and presentations.

Keep your resumé to a two-page maximum unless you have an extraordinary background. Assess your strongest selling points and make sure that they stand out.

Do you have impressive educational credentials? Highlight them. If you have achievements on the job, play them up. Another strong interest of employers: communication skills — the ability to write and speak well is increasingly prized in organizations.

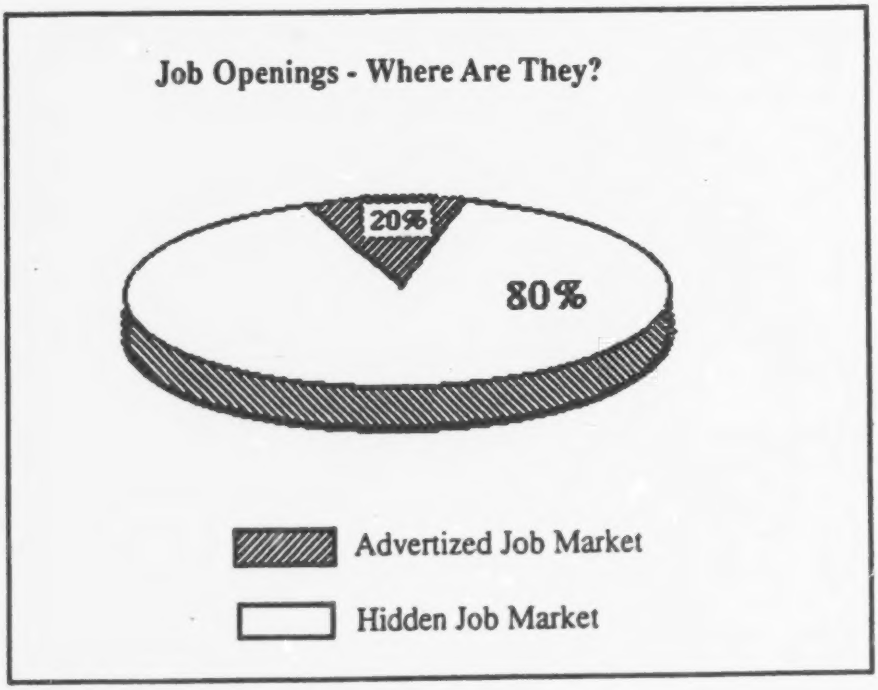
(Thomas Burdick and Charlene Mitchell are U.S. based authors and management consultants.)

*The Ottawa Citizen
Sunday, June 17, 1990

Analyzing the Job Market

An analysis of the job market will help you design an effective Job Search Action Plan and improve your chances of finding a job.

Experts in career development and job search believe that 80 to 95% of the job openings or employment needs which exist on any given day are **not** advertized in the public media. Furthermore, 90% of job seekers answer ads! Statistics demonstrate that you will face tremendous competition when you reply to an ad.


Job Openings - Where Are They?

Researching the Job Market

What are the alternatives to replying to an ad?

How and **where** can you get that job in a hidden job market?

Activity Seven

Research your community employers and talk to their employees. Ask the question:

How have job holders found employment?

Here is an outline of the research process.
Select the parts which will help you do your research.

Collect data through:

- personal interviews with employees
- interviews with employers/managers
- questionaires/surveys

Analyze data

- what % found jobs using classified ads
- what methods have given the highest results

Verify data

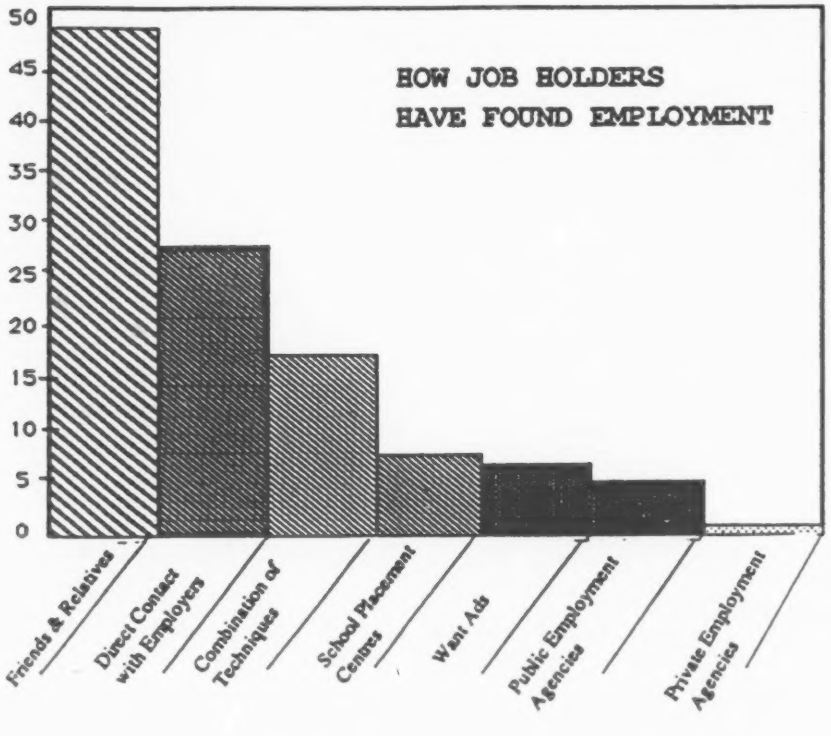
- conduct a second survey if the response rate was low
- rephrase questions to avoid bias or prejudice

Summarize data

- In a report no longer than 150 words, compare your results to the findings recorded on the next page.

Drawing Conclusions

The bar graph below **highlights** the distribution of the 80% hidden job market. The graph describes how job holders have found their employement.



Primary data; compiled by you.

Secondary data: compiled by someone else.

Activity Eight

What do you conclude is the most important job finding method?

Use the primary and seconday research data to support your answer.
Be prepared to share your results with the group.

Summary

Employment experts agree that **people who.....**

- **appear in the right place at the right time;**
- **hear about jobs by word of mouth;**
- **make contact directly with employers**

.....find the jobs!

Employment experts believe that many employers fill positions in three ways:

- employers fill positions with their friends or with people recommended by them
- employers fill positions with friends of their employees
- employers fill positions with people who have applied directly to them without knowing that any opening existed.

Activity Nine

Outline how your future Job Search Action Plan reflects the above statements. Present your plan to a small group.

Developing Your Network of Employers

Both primary and secondary research confirms that contacts are crucial to effective job search. Examine your employer network and you will increase the number of job openings for yourself.

The telephone book is one of your most important sources of information when developing your network of employers.

Activity Ten

1. Compile a list of five contacts for each group listed below.
    - personal contacts
    - private employers
    - government employers (local, provincial, federal)
2. Use the following chart to record this information.
3. Decide how each contact will help find a job opening and how to approach each contact.

Name	Address	Telephone
______________________	________________	________________
______________________	________________	________________
______________________	________________	________________

How can this person help?____

____

____

How will I approach this person?__________________________________

____

____

Name	Address	Telephone
______________________	________________	________________
______________________	________________	________________
______________________	________________	________________

How can this person help?____

____

____

How will I approach this person?__________________________________

____

____

Name	Address	Telephone

How can this person help?

How will I approach this person?

Name	Address	Telephone

How can this person help?

How will I approach this person?

Name	Address	Telephone
________________	________________	________________
________________	________________	________________
________________	________________	________________

How can this person help?______________________________
____
____

How will I approach this person?_________________________
____
____

Name	Address	Telephone
________________	________________	________________
________________	________________	________________
________________	________________	________________

How can this person help?______________________________
____
____

How will I approach this person?_________________________
____
____

Name	Address	Telephone

How can this person help?

How will I approach this person?

Name	Address	Telephone

How can this person help?

How will I approach this person?

Name	Address	Telephone

How can this person help?

How will I approach this person?

Name	Address	Telephone

How can this person help?

How will I approach this person?

Name	Address	Telephone

How can this person help?____________________

How will I approach this person?____________________

Name	Address	Telephone

How can this person help?____________________

How will I approach this person?____________________

Name	Address	Telephone

How can this person help?

How will I approach this person?

Name	Address	Telephone

How can this person help?

How will I approach this person?

101

Name

Address

Telephone

How can this person help?

How will I approach this person?

Name

Address

Telephone

How can this person help?

How will I approach this person?

102

Following Up With Contacts

The telephone is a readily available, easy to use and a fast communication system. Use it to follow-up with contacts!

Once you have developed a list of contacts, prepare yourself to make a direct call to the manager of the business or organization.

Keep in mind the following points when you contact the employer by phone.

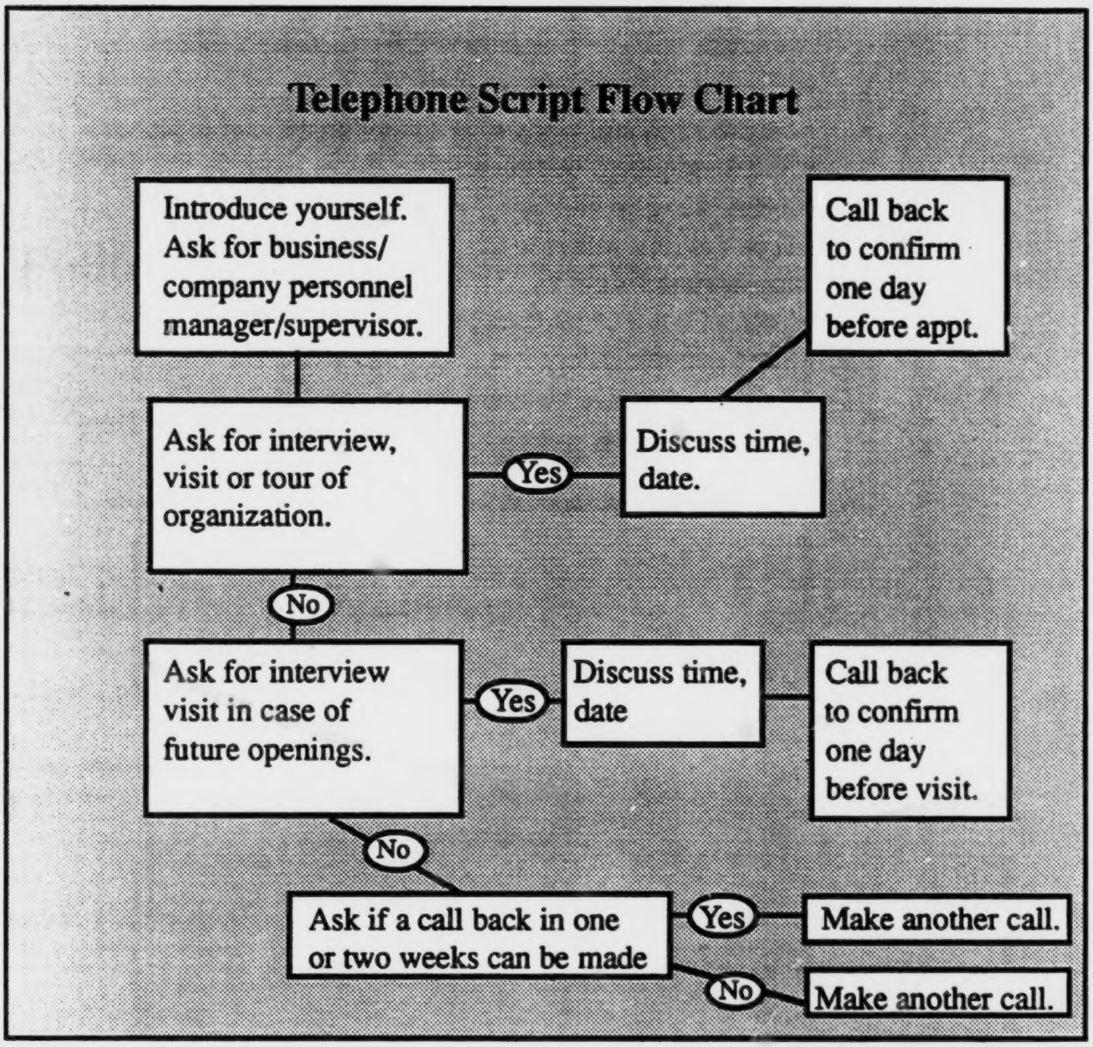
- Identify yourself immediately.
- Be prepared and ready to speak when the call is placed.
- Speak into the mouthpiece.
- Avoid slang or idioms.
- Speak at a slower rate(if you are nervous) and at an appropriate volume.
- Control voice pitch, tone and tempo.
- Keep conversation short.
- Be sure you have the correct number.
- Listen carefully.

Following up with contacts

Once you have developed a list of contacts and found potential job openings, you need to follow up.

Before you make a direct phone call requesting information about a company product and hiring practices, you need to be prepared.

Here is a flow chart to help you develop your script.


Telephone Script Flow Chart
Introduce yourself. Ask for business/ company personnel manager/supervisor.
Call back to confirm one day before appt.
Ask for interview, visit or tour of organization.
Yes
Discuss time, date.
No
Ask for interview visit in case of future openings.
Yes
Discuss time, date
Call back to confirm one day before visit.
No
Ask if a call back in one or two weeks can be made
Yes
Make another call.
No
Make another call.

Activity Eleven

Write a telephone script between you and the employer. Include a list of questions you might ask.

Use the flow chart on page 94 to help you develop your script.
Practice reading the script by yourself or with a friend. Tape recording or video taping are other ways to practice your script, receive feedback and improve your communication skills.

Organizing Your Information

Use the following sample monitoring sheet to record calls, appointments, visits, interviews and results.

Job Planner Monitoring Sheet

Name of Employer	Date Contacted	Name of Person Contacted	Information given/received	Follow-up	Job Title
Ontario Hydro 777 Righ Dr. Toronto, Ontario 2H1 3M2	9:00 May 20	Met Director of Personnel Met supervisor	recomm. I see manager appt. to visit production area discussed & confirmed	will call in 2 wks.	

Summary

Now that you have your list of contacts, you need to prepare the right information for potential employers.

You are now ready to move on to **application forms.**

Introduction to application forms

As an applicant, you must be well prepared to provide your employer with information that will demonstrate your skills and ability to do the job.

As an applicant, you must also be aware of your **rights** before you complete your application form. You must also be aware of the employer's **rights.** There are certain kinds of questions that, by law, may not be appropriately asked either on an application form or in an interview. Other questions are legal in certain circumstances. Some questions are legal and relevant.

You need to inform yourself.

Knowing your rights

Keep in mind that you always have a choice.

Handle the questions as best as you can. Rely on common sense and your good judgment when you are asked a difficult question.

Activity Twelve

Prepare a list of items and questions you have had difficulty with when filling out an application form. Discuss these with a friend, teacher or counselor.

1. **Inappropriate.**

You should not be asked sex, age, and marital status (married; divorced; common-in-law; single; separated; maiden or birth name) Questions about children, dependents; child care arrangements, child-bearing plans; pregnancy; birth control; information about spouse, second income, insurance beneficiaries' relationship, person to be notified in case of emergency may not be made. Questions about height and weight are also inappropriate.

2. **Inappropriate:**

You should not be asked about the name and location of the elementary school. However, job related questions such as: grade/level completed; degrees/ diploma level obtained; courses of study may be asked.

3. **Appropriate:**

You may be asked if you are legally entitled to work in Canada.

4. **Inappropriate:**

You should not be asked about your citizenship because it may provide information about your national origin.

5. **Inappropriate:**

You may not be asked what church you attend or about religious holidays or customs you observe.

6. Inappropriate:

You may not be asked to list memberships or organizations.

7. Appropriate.

You may be asked your high school, college or university background and for verification of educational background.

8. Inappropriate

You may not be asked what language is spoken in your home, because it solicits information about your national origin.

9. Appropriate

You may be asked about previous employers.

The questions and answers have been adapted from Employment Application Forms and Interviews. Complete information about the kinds of questions an employer may or may not ask can be obtained from:

The Ontario Human Rights Commission
623 - 55 St. Clair Avenue East
Toronto, Ontario M4T 1M2
Telephone: (416) 966-5527

The Canadian Human Rights Commission
400-90 Sparks Street
Ottawa, Ontario K1A 1E1
Telephone: (613) 995 -1151

Knowing your rights

Do you know your rights?

Activity Thirteen

Use a √ mark to indicate whether you feel the question is appropriate or inappropriate for an employer to ask.

On an application form an employer can ask......	appropriate	inappropriate
1. your sex, age and marital status		
2. what public or elementary school you attended		
3. whether you are legally entitled to work in Canada		
4. your citizenship		
5. what church you attend		
6. what clubs or organizations you belong to		
7. what high school or university you attended		
8. your mother tongue		
9. the names of your previous employers		

Application for Employment

A business or organization in most cases uses a standard format when designing application forms. Look at the example on page 104. Most employers request that you complete an application form. If permitted, complete the application form at home. However, if you are prepared, you know the answers to the standard questions that appear on the form.

Read the instructions carefully before you complete the form. Many application forms begin with a general instructions sheet that is attached to the application form itself. It is designed to help you complete the application form.

Read the next page.

Public Service Canada   Fonction publique Canada

The attached Application for Employment form is to be used when seeking employment in the Federal Public Service of Canada. However, if you wish to apply in the Foreign Service Officer competition, or in the annual university recruitment competition, you must use the specialized "Application for Employment - Foreign Service Officer" form or the "Application for Employment - Post Secondary Recruitment" form. Both these specialized forms are available from Public Service Commission (PSC) offices.

INTRODUCTION

Please read these instructions and give the information requested on the Application form. Absence of necessary detail could affect your eligibility for employment.

- Please type or print.
- If necessary, use a separate sheet to describe your education, experience, training and skills further.

- Do not forget to sign the last page of the Application form.
- You will be required to present proof of your credentials (certificate, degree, diploma, licence, membership, etc.) at the time of interview.

EDUCATION

List your major subject(s) or specialization(s) as precisely as possible. If you have not completed a course or program, please state the level you have reached.

FIRST OFFICIAL LANGUAGE

"First Official Language" is the official language with which you have a primary personal identification (that is, the official language in which you are generally more proficient).

ACQUIRED SKILLS

List the skills or training you have acquired which relate directly to the position sought. Include type of equipment used, skills you possess and the level of competence attained, either on-the-job or through an education program. Also list languages, other than English or French, in which you have a working ability.

EMPLOYMENT AND VOLUNTARY EXPERIENCE

Describe only those particular skills, abilities and accomplishments which directly relate to the job for which you are applying. Include all relevant information, but be concise.

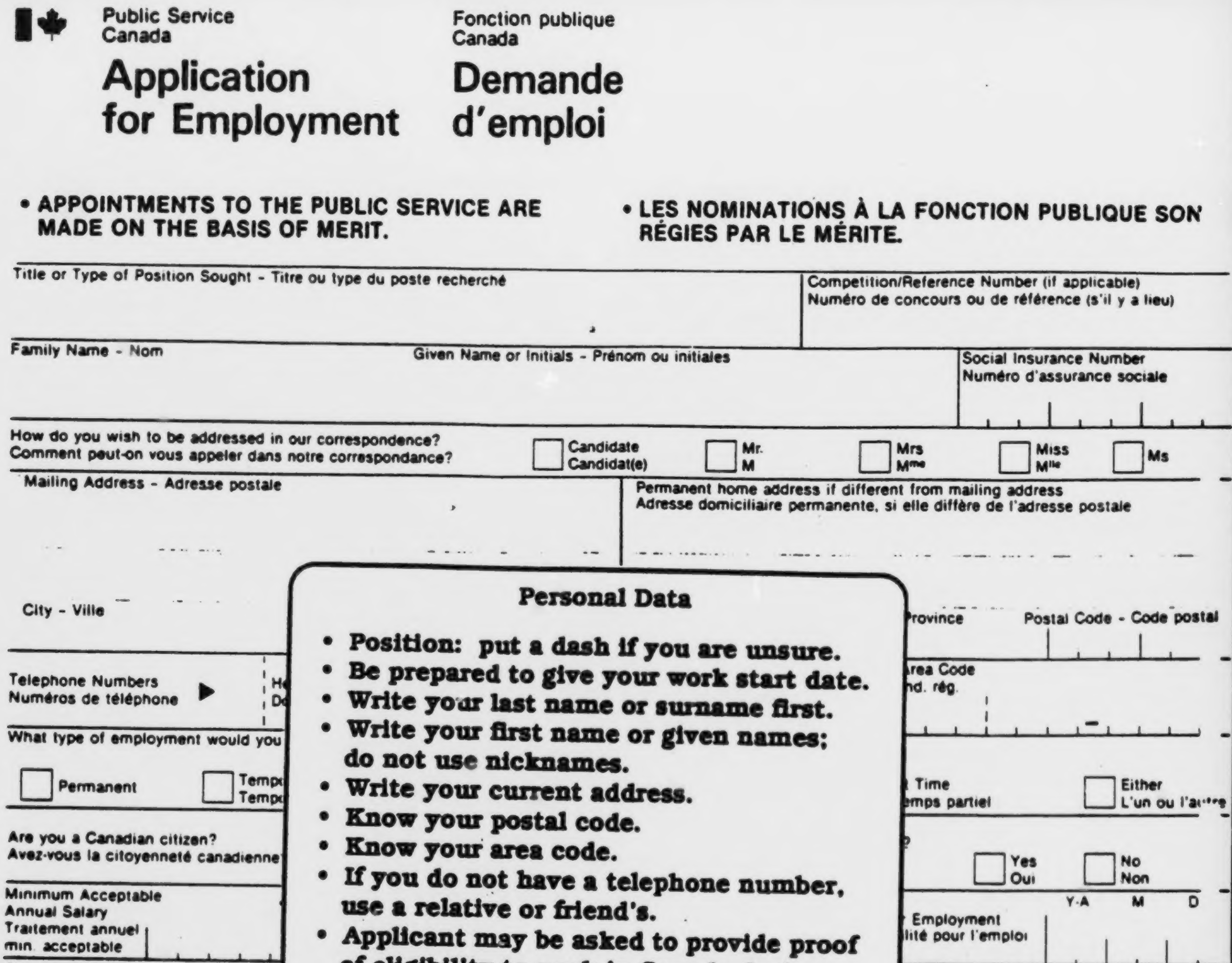
Volunteer work develops the same skills and abilities obtained through paid employment and is given full consideration.

Completing Application Forms

Complete your application form as neatly as possible. Your first contact with an employer may be the application form. How you complete the form will be carefully assessed by the employer. You can be eliminated on the basis of the application form. The following hints may help you avoid being eliminated.

- Use a pen (black or blue), print or type if possible.
- Check your spelling and grammar.
- Ask for two copies; you may need to practice on a working copy.
- Answer all questions, blank spaces may suggest you missed a question, use a dash (-) or not applicable (N.A.)

On the next pages, you will find a sample application form with additional hints.



Public Service Canada
Fonction publique Canada

Application for Employment
Demande d'emploi

- **APPOINTMENTS TO THE PUBLIC SERVICE ARE MADE ON THE BASIS OF MERIT.**
- **LES NOMINATIONS À LA FONCTION PUBLIQUE SON RÉGIES PAR LE MÉRITE.**

Title or Type of Position Sought - Titre ou type du poste recherché
Competition/Reference Number (if applicable) Numéro de concours ou de référence (s'il y a lieu)

Family Name - Nom
Given Name or Initials - Prénom ou initiales
Social Insurance Number Numéro d'assurance sociale

How do you wish to be addressed in our correspondence? Comment peut-on vous appeler dans notre correspondance? ☐ Candidate Candidat(e) ☐ Mr. M ☐ Mrs Mme ☐ Miss Mlle ☐ Ms

Mailing Address - Adresse postale
Permanent home address if different from mailing address Adresse domiciliaire permanente, si elle diffère de l'adresse postale

City - Ville
rovince
Postal Code - Code postal

Telephone Numbers Numéros de téléphone ▶ H
D
rea Code
nd. rég.

What type of employment would you
☐ Permanent ☐ Temp
Temp
Time
emps partiel
☐ Either L'un ou l'autre

Are you a Canadian citizen? Avez-vous la citoyenneté canadienne
☐ Yes Oui ☐ No Non

Minimum Acceptable Annual Salary Traitement annuel min. acceptable
Employment
ité pour l'emploi
Y-A M D

Are you willing to move? Accepteriez-vous de déménager? ☐ Yes Oui ☐ No Non
s endroits de travail acceptables

If you are disabled, will you require a
special arrangements if called for an exam or interview? Si vous êtes handicapé(e), aurez-vous besoin d'aide technique ou de dispositions spéciales dans l'éventualité d'un examen ou d'une entrevue? ☐ Yes Oui ☐ No Non
ify - Dans l'affirmative, veuillez préciser

LANGUAGES - LANGUES

Do you wish to be considered for positions requiring knowledge of both Official Languages? (If you do not meet the language requirements of the position, you must be willing and eligible to undergo language training.)

Voulez-vous que votre candidature soit étudiée pour des postes exigeant la connaissance des deux langues officielles? (Si vous ne répondez pas aux exigences linguistiques du poste, vous devrez être disposé(e) et admissible à suivre des cours de langue.) ☐ Yes Oui ☐ No Non

Which official language do you wish to use? - Quelle langue officielle désirez-vous utiliser?

a) In correspondence? dans la correspondance? ☐ English anglais ☐ French français
b) During an interview? à une entrevue? ☐ English anglais ☐ French français
c) For a written exam? à un examen écrit? ☐ English anglais ☐ French français
d) For a skill test? à un test de compétence? ☐ English anglais ☐ French français

What is your first official language? (see instruction sheet for definition) Quelle est votre première langue officielle? (voir la définition à la page des directives) ☐ English anglais ☐ French français

In which official language(s) do you consider you now have a working ability Dans quelle(s) langue(s) officielle(s) estimez-vous pouvoir travailler des maintenant? ☐ English anglais ☐ French français ☐ Both les deux

Are you a Federal Public Servant? Êtes-vous fonctionnaire fédéral? ☐ Yes Oui ☐ No Non If yes Si oui ▶
Total Number of Hours of Work Per Week Nombre total d'heures de travail par semaine Hrs. h
Classification Gr S-gr Lev. Niv.
Is your present term of employment less than six months? Votre emploi actuel est-il pour une période spécifiée de moins de six mois? ☐ Yes Oui ☐

Personal Data

- **Position: put a dash if you are unsure.**
- **Be prepared to give your work start date.**
- **Write your last name or surname first.**
- **Write your first name or given names; do not use nicknames.**
- **Write your current address.**
- **Know your postal code.**
- **Know your area code.**
- **If you do not have a telephone number, use a relative or friend's.**
- **Applicant may be asked to provide proof of eligibility to work in Canada during an interview.**

NOTE: You will be required to present proof of your credentials at the time of interview.	**NOTA:** Vous devrez produire une preuve de vos titres et qualités au moment de l'entrevue.

EDUCATION (See Instruction Sheet) - **ÉTUDES** (Voir feuillet d'instructions)

ELEMENTARY PRIMAIRES	☐ Completed Achevées	☐ Incomplete Inachevées	SECONDARY SECONDAIRES	☐ Completed Achevées	☐ Incomplete Inachevées ▶	Number of Years Completed Nombre d'années achevées

POST-SECONDARY - POSTSECONDAIRES

Title of Diploma/ Certificate/Degree Titre du diplôme/ certificat/grade	Completed - Terminées Yes O	No	Grad	Specialization - Spécialisation	Institution - Établissement

THESIS OR OTHER PUBLICATION

OTHER EDUCATION (See Inst

Name of Course/Program - Nom d	ited - Terminé is ☐ No ui Non	If not, expected completion date Dans la négative, date d'achèvement prévue	Year Année	Month Mois

Specialization - Spécialisation

Education

- **List in chronological order, begin with today and work backwards.**
- **Include night school, correspondence courses, part-time courses, seminars, workshops, or other special training or studies.**
- **If you are currently going to school and have not competed all your studies, then answer "in progress".**

Name of Course/Program - Nom du cours, du programme	Course Length Durée du cours	Completed - Terminé ☐ Yes Oui ☐ No Non	If not, expected completion date Dans la négative, date d'achèvement prévue	Year Année	Month Mois

Specialization - Spécialisation	Institution - Établissement

Professional Qualifications, Memberships, Licences, etc. - Titres, affiliations, certificats professionnels, etc.	Issuing Province/Country - Province ou pays d'obtention

ACQUIRED SKILLS (See Instruction Sheet) - **COMPÉTENCES ACQUISES** (Voir feuillet d'instructions)

EMPLOYMENT/VOLUNTARY EXPERIENCE (See Instruction Sheet) - **EMPLOIS/EXPÉRIENCE DE BÉNÉVOLAT** (Voir feuillet d'instructions)

Name of Present Employer (Dept., Agency, Company) - Nom de l'employeur actuel (ministère, organisme, compagnie)	PERIOD PÉRIODE	From De	Y-A	M	To À	Y-A	M
City - Ville Province	Annual Salary Traitement annuel						

Job Title and Description of Duties - Titre du poste et description des fonctions

BEST COPY AVAILABLE

Name of Employer - Nom de l'employeur		PERIOD PERIODE | From De | Y-A | M | To À | Y-A | M
City - Ville	Province	Annual Salary Traitement annuel

Job Title and Description of Duties - Titre du poste et description des fonctions

Employment

- Know the correct names, addresses.
- List paid work, unpaid work (voluntary work)
- Include machines, vehicles and telecommunication equipment you can operate.
- Contact references in advance.

Name of Employer - Nom de l'employeur		...OD PERIODE | From De | Y-A | M | To À | Y-A | M
City - Ville	Province	Annual Salary Traitement annuel

Job Title and Description of Duties - Titre du poste et description des fonctions

Additional Information

- Be prepared to complete this section.
- You may attach resume if appropriate.
- Highlight your strengths, assets, skills and experience.
- Focus on awards, achievements and activities that demonstrate your personal and professional growth.

EFERENCES - Name two persons who k
hom we may refer in confidence.

n the staffing process the Public Service
hecks and/or review your Public Service p
ine your suitability for employment. If you
ublic Servant, we will not contact your current employer without
our permission.

onnes qui connaissent votre travail
ommuniquer à titre confidentiel.

onction publique est autorisée à
s et/ou à consulter votre dossier
si vous convenez au poste en question. Si vous n'êtes pas fonctionnaire fédéral, nous ne communiquerons pas avec votre employeur actuel sans votre autorisation.

Name and Position Title Nom et titre du poste	Employed by Employeur	Address and Telephone No. - Adresse et n° de téléphone

Activity Fourteen

1. Fill in the application form that follows as completely as possible and as carefully as you can.
2. Use the application form as a reference when you are job hunting.

Unclear or confusing questions and items concerning the form can be discussed with a teacher/counsellor or an appropriate resource person.

Public Service
Canada

Fonction publique
Canada

Application for Employment

Demande d'emploi

- **APPOINTMENTS TO THE PUBLIC SERVICE ARE MADE ON THE BASIS OF MERIT.**
- **LES NOMINATIONS À LA FONCTION PUBLIQUE SON RÉGIES PAR LE MÉRITE.**

Title or Type of Position Sought - Titre ou type du poste recherché

Competition/Reference Number (if applicable)
Numéro de concours ou de référence (s'il y a lieu)

Family Name - Nom

Given Name or Initials - Prénom ou initiales

Social Insurance Number
Numéro d'assurance sociale

How do you wish to be addressed in our correspondence?
Comment peut-on vous appeler dans notre correspondance?
☐ Candidate Candidat(e) ☐ Mr M ☐ Mrs Mme ☐ Miss Mlle ☐ Ms

Mailing Address - Adresse postale

City - Ville
Province
Postal Code - Code postal

Permanent home address if different from mailing address
Adresse domiciliaire permanente, si elle diffère de l'adresse postale

City - Ville
Province
Postal Code - Code postal

Telephone Numbers
Numéros de téléphone ▶
Home
Domicile
Area Code
Ind. rég.
Work/Other
Travail ou autre
Area Code
Ind. rég.

What type of employment would you accept - Quel type d'emploi accepteriez-vous?
☐ Permanent ☐ Temporary Temporaire ☐ Either L'un ou l'autre
☐ Full Time À temps plein ☐ Part Time À temps partiel ☐ Either L'un ou l'au

Are you a Canadian citizen?
Avez-vous la citoyenneté canadienne?
☐ Yes Oui ☐ No Non

If no, do you have permanent resident status?
Dans la négative, avez-vous obtenu la résidence permanente?
☐ Yes Oui ☐ No Non

Minimum Acceptable Annual Salary
Traitement annuel min acceptable

Are you - Êtes-vous
☐ a veteran? ancien combattant?
☐ a veteran's widow? veuve d'ancien combattant?

Date Available for Employment
Date de disponibilité pour l'emploi
Y-A M D

Are you willing to move?
Accepteriez-vous de déménager?
☐ Yes Oui ☐ No Non

If yes, list acceptable employment locations - Dans l'affirmative, indiquez les endroits de travail acceptables

If you are disabled, will you require any technical aids or special arrangements if called for an exam or interview?
Si vous êtes handicapé(e), aurez-vous besoin d'aide technique ou de dispositions spéciales dans l'éventualité d'un examen ou d'une entrevue?
☐ Yes Oui ☐ No Non

If yes, please specify - Dans l'affirmative, veuillez préciser

LANGUAGES - LANGUES

Do you wish to be considered for positions requiring knowledge of both Official Languages? (If you do not meet the language requirements of the position, you must be willing and eligible to undergo language training.)

Voulez-vous que votre candidature soit étudiée pour des postes exigeant la connaissance des deux langues officielles? (Si vous ne répondez pas aux exigences linguistiques du poste, vous devrez être disposé(e) et admissible à suivre des cours de langue.)
☐ Yes Oui ☐ No Non

Which official language do you wish to use? - Quelle langue officielle désirez-vous utiliser?

a) In correspondence? dans la correspondance?
☐ English anglais ☐ French français

b) During an interview? à une entrevue?
☐ English anglais ☐ French français

c) For a written exam? à un examen écrit?
☐ English anglais ☐ French français

d) For a skill test? à un test de compétence?
☐ English anglais ☐ French français

What is your first official language? (see instruction sheet for definition)
Quelle est votre première langue officielle? (voir la définition à la page des directives)
☐ English anglais ☐ French français

In which official language(s) do you consider you now have a working ability
Dans quelle(s) langue(s) officielle(s) estimez-vous pouvoir travailler dès maintenant?
☐ English anglais ☐ French français ☐ Both les deux

Are you a Federal Public Servant?
Êtes-vous fonctionnaire fédéral?
☐ Yes Oui ☐ No Non
If yes Si oui ▶
Total Number of Hours of Work Per Week
Nombre total d'heures de travail par semaine
Hrs. h
Classification
Gr S.-gr Lev. Niv.

Is your present term of employment less than six months?
Votre emploi actuel est-il pour une période spécifiée de moins de six mois?
☐ Yes Oui ☐

E: You will be required to present proof of your ntials at the time of interview.	NOTA: Vous devrez produire une preuve de vos titres et qualités au moment de l'entrevue.

ATION (See Instruction Sheet) - ÉTUDES (Voir feuillet d'instructions)

ENTARY AIRES	☐ Completed Achevées	☐ Incomplete Inachevées	SECONDARY SECONDAIRES	☐ Completed Achevées	☐ Incomplete Inachevées ▶	Number of Years Completed Nombre d'années achevées

SECONDARY - POSTSECONDAIRES

Title of Diploma/Certificate/Degree Titre du diplôme/certificat/grade	Completed - Terminées			Specialization - Spécialisation	Institution - Établissement
	Yes Oui (✓)	No Non (✓)	Grad Yr / Année term		

IS OR OTHER PUBLICATIONS (Subject) - THÈSE OU AUTRES PUBLICATIONS (Sujet)

ER EDUCATION (See Instruction Sheet) - AUTRES ÉTUDES (Voir feuillet d'instructions)

of Course/Program - Nom du cours, du programme	Course Length Durée du cours	Completed - Terminé ☐ Yes Oui ☐ No Non	If not, expected completion date Dans la négative, date d'achèvement prévue	Year Année	Month Mois
alization - Spécialisation	Institution - Établissement				
of Course/Program - Nom du cours, du programme	Course Length Durée du cours	Completed - Terminé ☐ Yes Oui ☐ No Non	If not, expected completion date Dans la négative, date d'achèvement prévue	Year Année	Month Mois
alization - Spécialisation	Institution - Établissement				

ssional Qualifications, Memberships, Licences, etc. - Titres, affiliations, certificats professionnels, etc.	Issuing Province/Country - Province ou pays d'obtention

UIRED SKILLS (See Instruction Sheet) - COMPÉTENCES ACQUISES (Voir feuillet d'instructions)

LOYMENT/VOLUNTARY EXPERIENCE (See Instruction Sheet) - EMPLOIS/EXPÉRIENCE DE BÉNÉVOLAT (Voir feuillet d'instructions)

e of Present Employer (Dept., Agency, Company) - Nom de l'employeur actuel (ministère, organisme, compagnie)		PERIOD PERIODE	From De	Y-A	M	To À	Y-A	M
- Ville	Province	Annual Salary Traitement annuel						

Title and Description of Duties - Titre du poste et description des fonctions

BEST COPY AVAILABLE

lame of Employer - Nom de l'employeur	PERIOD PERIODE	From De	Y-A	M	To A	Y-A M
ity - Ville Province	Annual Salary Traitement annuel					

ob Title and Description of Duties - Titre du poste et description des fonctions

ame of Employer - Nom de l'employeur	PERIOD PÉRIODE	From De	Y-A	M	To A	Y-A M
ity - Ville Province	Annual Salary Traitement annuel					

ob Title and Description of Duties - Titre du poste et description des fonctions

EFERENCES - Name two persons who know of your work and to hom we may refer in confidence.

the staffing process the Public Service may perform reference necks and/or review your Public Service personnel record to deterine your suitability for employment. If you are not a Federal ublic Servant, we will not contact your current employer without our permission.

RÉFÉRENCES - Nommez deux personnes qui connaissent votre travail et avec lesquelles nous pourrions communiquer à titre confidentiel.

Dans le processus de dotation, la Fonction publique est autorisée à faire une vérification des références et/ou à consulter votre dossier de fonctionnaire pour déterminer si vous convenez au poste en question. Si vous n'êtes pas fonctionnaire fédéral, nous ne communiquerons pas avec votre employeur actuel sans votre autorisation.

Name and Position Title Nom et titre du poste	Employed by Employeur	Address and Telephone No - Adresse et n° de téléphone

Employment Equity

The last page of the application form deals with the participation of under represented groups. The Government of Canada is committed to the principle of equal opportunity in employment and has special incentives to assist those experiencing employment disadvantage:

women
aboriginal people
persons with disabilities
members of visible minorities

Employment Equity
A comprehensive process adopted by an employer to:

- identify and eliminate discrimination
- remedy effects
- ensure appropriate representation

Read.....

PARTICIPATION OF UNDER-REPRESENTED GROUPS

The Public Service Commission of Canada is committed to ensuring equal opportunity for employment in the Public Service of Canada and supports Affirmative Action programs to promote the more equitable participation of women, Aboriginal peoples of Canada (Inuit, Métis, non-status Indians, status Indians), disabled persons and members of visible minority groups.

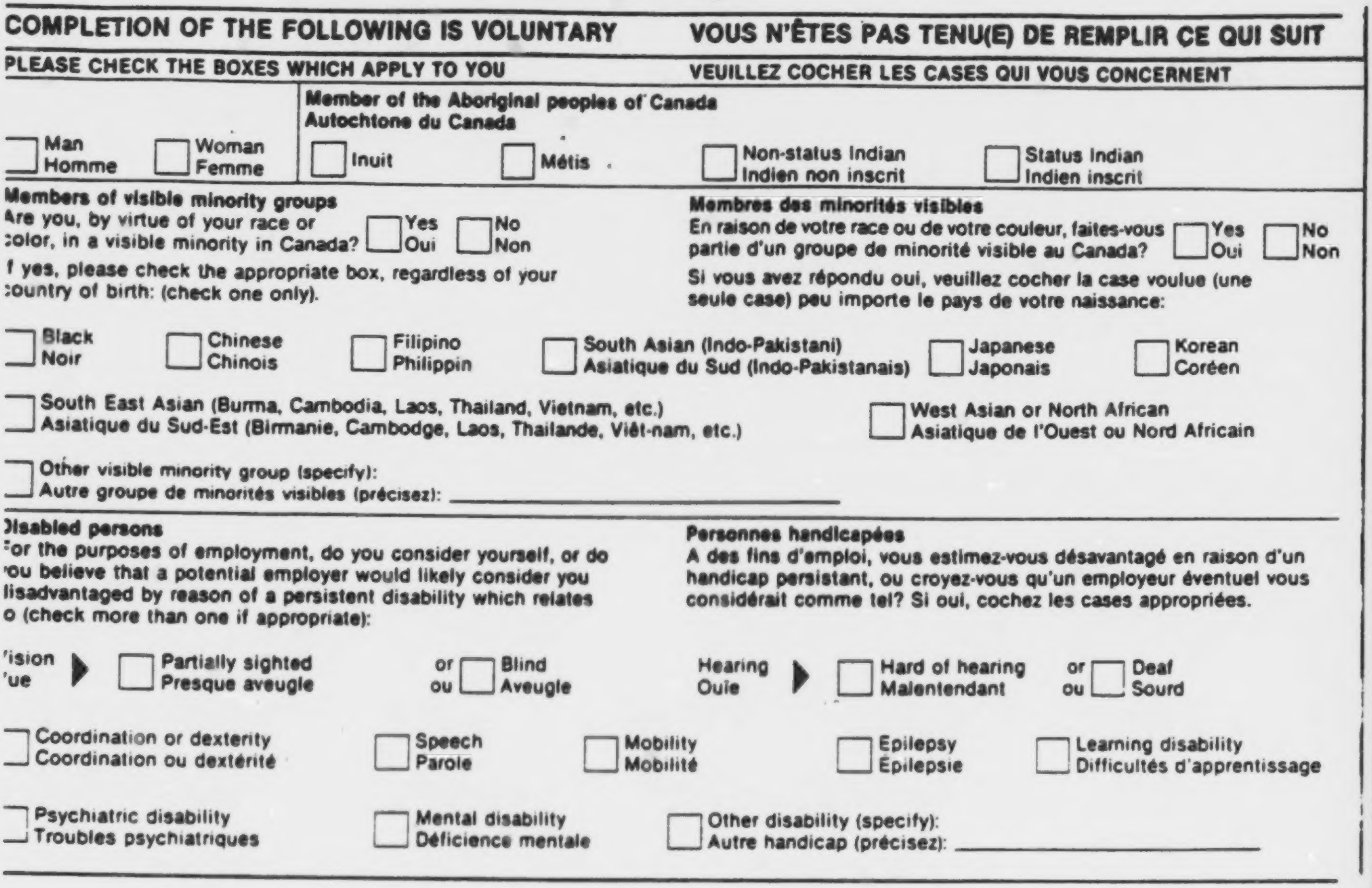
By *voluntarily* providing information about yourself in the following areas, you will assist the Public Service in more effectively meeting its commitment to improve Public Service employment opportunities for members of under-represented groups.

The information provided will be retained in the Applicant Inventory banks PSC/P-PU-015 and PSC/P-CE-708 to provide information on candidates referred by the PSC, as well as in Personal Information bank TBS/P-CE-706 to be used for Affirmative Action statistical purposes. In addition, it may be retained in the employing department's standard Affirmative Action data bank for administrative as well as statistical purposes.

Under the Privacy Act, you have the right of access to, and protection of, information relating to you.

Employment Equity and Other

"Optional" or "voluntary information" sometimes is included with application forms. Here is an example.



COMPLETION OF THE FOLLOWING IS VOLUNTARY **VOUS N'ÊTES PAS TENU(E) DE REMPLIR CE QUI SUIT**

PLEASE CHECK THE BOXES WHICH APPLY TO YOU **VEUILLEZ COCHER LES CASES QUI VOUS CONCERNENT**

☐ Man / Homme ☐ Woman / Femme

Member of the Aboriginal peoples of Canada
Autochtone du Canada

☐ Inuit ☐ Métis ☐ Non-status Indian / Indien non inscrit ☐ Status Indian / Indien inscrit

Members of visible minority groups
Are you, by virtue of your race or color, in a visible minority in Canada? ☐ Yes / Oui ☐ No / Non
f yes, please check the appropriate box, regardless of your country of birth: (check one only).

Membres des minorités visibles
En raison de votre race ou de votre couleur, faites-vous partie d'un groupe de minorité visible au Canada? ☐ Yes / Oui ☐ No / Non
Si vous avez répondu oui, veuillez cocher la case voulue (une seule case) peu importe le pays de votre naissance:

☐ Black / Noir ☐ Chinese / Chinois ☐ Filipino / Philippin ☐ South Asian (Indo-Pakistani) / Asiatique du Sud (Indo-Pakistanais) ☐ Japanese / Japonais ☐ Korean / Coréen

☐ South East Asian (Burma, Cambodia, Laos, Thailand, Vietnam, etc.) / Asiatique du Sud-Est (Birmanie, Cambodge, Laos, Thailande, Viêt-nam, etc.) ☐ West Asian or North African / Asiatique de l'Ouest ou Nord Africain

☐ Other visible minority group (specify): / Autre groupe de minorités visibles (précisez): ____________________

Disabled persons
For the purposes of employment, do you consider yourself, or do you believe that a potential employer would likely consider you disadvantaged by reason of a persistent disability which relates o (check more than one if appropriate):

Personnes handicapées
A des fins d'emploi, vous estimez-vous désavantagé en raison d'un handicap persistant, ou croyez-vous qu'un employeur éventuel vous considérait comme tel? Si oui, cochez les cases appropriées.

ision / ue ▶ ☐ Partially sighted / Presque aveugle or / ou ☐ Blind / Aveugle
Hearing / Ouïe ▶ ☐ Hard of hearing / Malentendant or / ou ☐ Deaf / Sourd

☐ Coordination or dexterity / Coordination ou dextérité ☐ Speech / Parole ☐ Mobility / Mobilité ☐ Epilepsy / Épilepsie ☐ Learning disability / Difficultés d'apprentissage

☐ Psychiatric disability / Troubles psychiatriques ☐ Mental disability / Déficience mentale ☐ Other disability (specify): / Autre handicap (précisez): ____________________

Activity Fifteen

1. Discuss the form and the questions it asks to determine the purpose of such a form.

2. Would you consider completing the last page of the application form? Share your response with a partner or friend. Give reasons for your answer.

Covering Letters

The covering letter is often the first document seen by the employer.

A well written letter encourages the employer to read the application / resume and call you for an interview or appointment.

Activity Sixteen

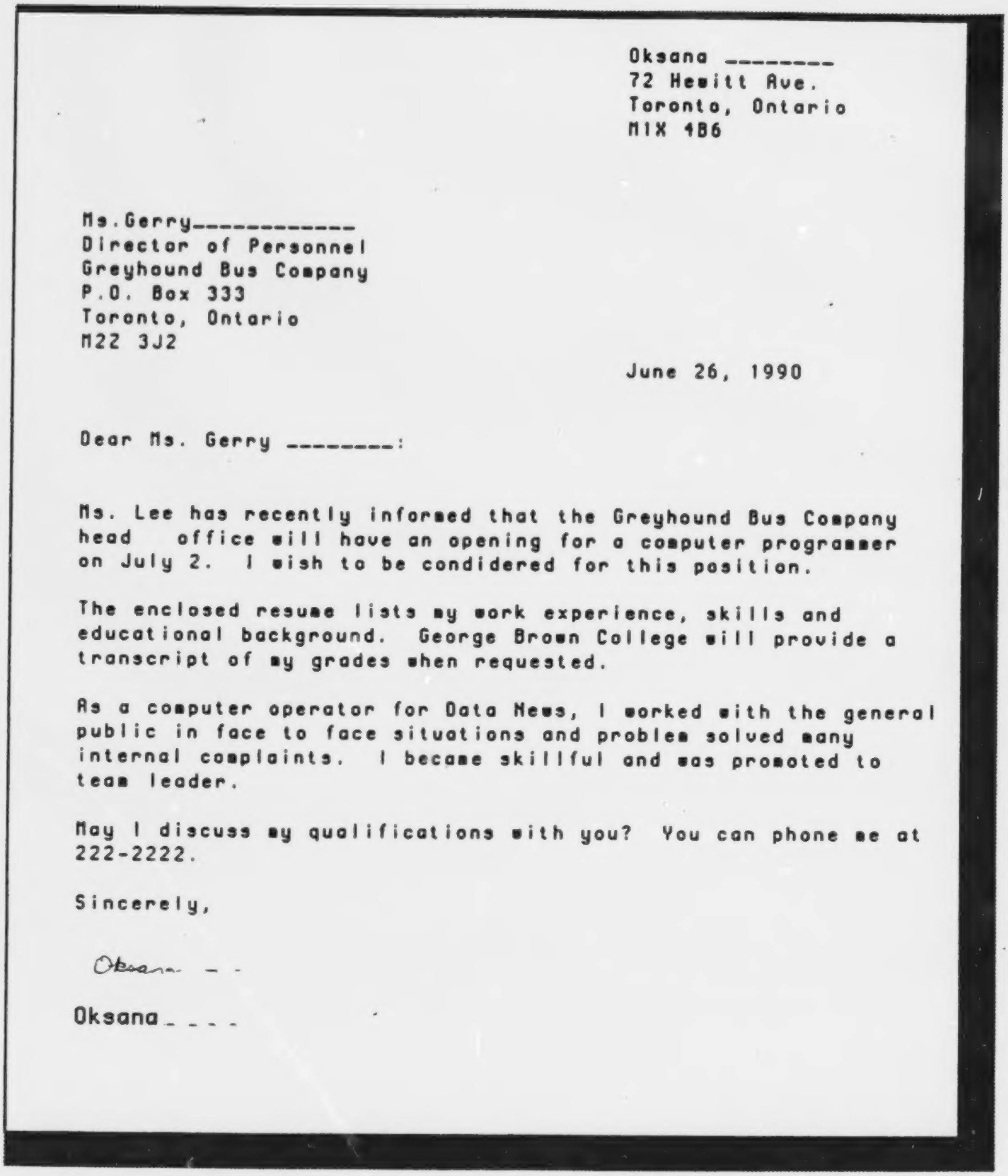
Read each statement and place a √ in the appropriate column.

Covering letters are written for the following purpose.........	**agree**	**disagree**
• to identify the specific position for which you are applying		
• to identify you are responding to an advertised position		
• to identify you are exploring potential job leads or job openings		
• to indicate your skills and how you can meet the needs of the employer		
• to indicate why the company is of interest to you		
• to request a personal interview or appointment		
• to provide an introduction to your resume		

All of these statements are valid.

Keep these points in mind when you write your letter.
Determine your purpose before you write your letter.

Read this sample.



Oksana ________
72 Hewitt Ave.
Toronto, Ontario
M1X 4B6

Ms. Gerry____________
Director of Personnel
Greyhound Bus Company
P.O. Box 333
Toronto, Ontario
M22 3J2

June 26, 1990

Dear Ms. Gerry ________:

Ms. Lee has recently informed that the Greyhound Bus Company head office will have an opening for a computer programmer on July 2. I wish to be condidered for this position.

The enclosed resume lists my work experience, skills and educational background. George Brown College will provide a transcript of my grades when requested.

As a computer operator for Data News, I worked with the general public in face to face situations and problem solved many internal complaints. I became skillful and was promoted to team leader.

May I discuss my qualifications with you? You can phone me at 222-2222.

Sincerely,

Oksana - -

Oksana_ _ _ _

Activity Seventeen

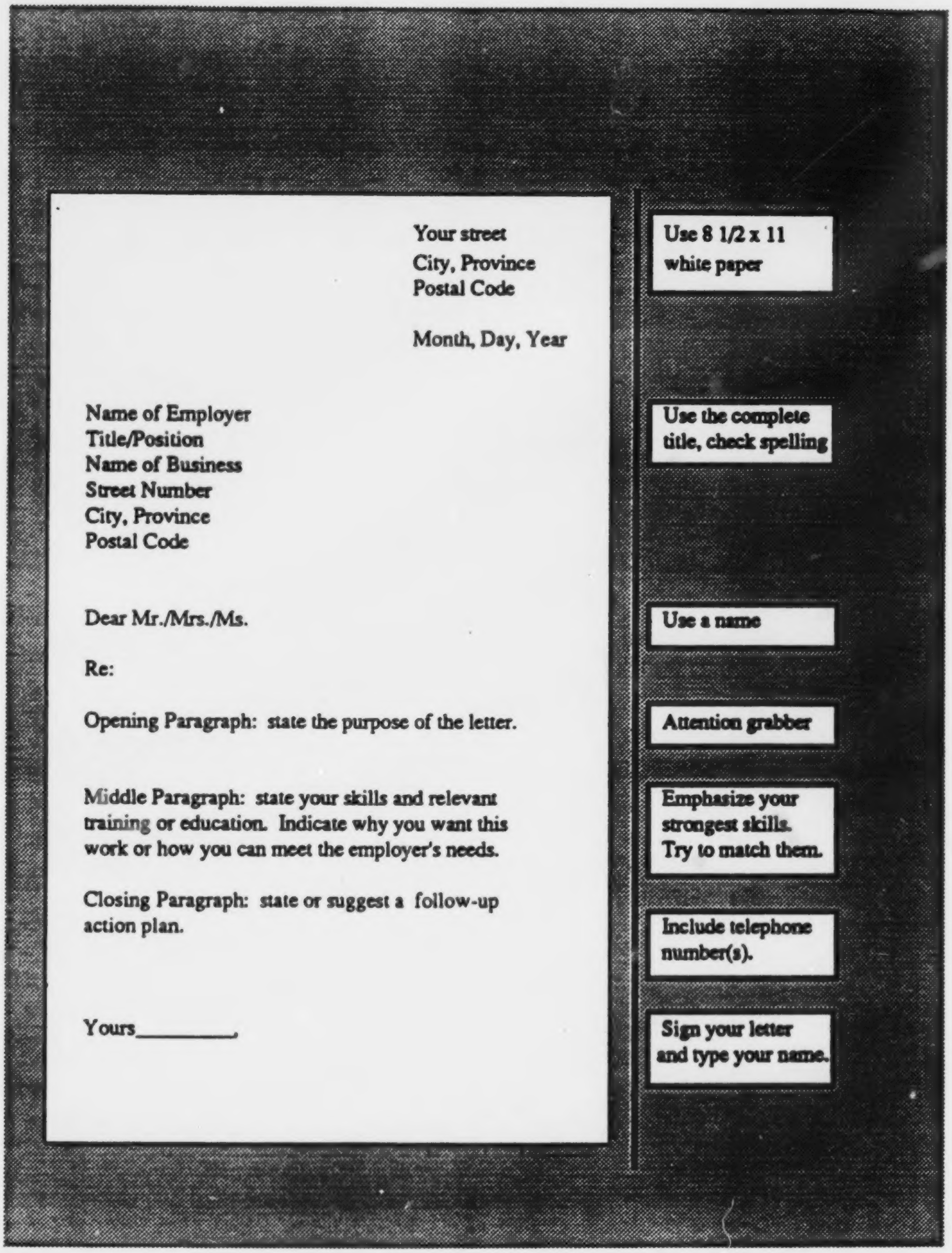
What is the main idea of the letter?

Has Oksana achieved her purpose?   yes   no

Explain your answer.

Suggest changes to improve the letter.

Find an appropriate job ad for yourself. Write a covering letter. Use the outline on the next page to organize your letter.



Your street
City, Province
Postal Code

Month, Day, Year

Name of Employer
Title/Position
Name of Business
Street Number
City, Province
Postal Code

Dear Mr./Mrs./Ms.

Re:

Opening Paragraph: state the purpose of the letter.

Middle Paragraph: state your skills and relevant training or education. Indicate why you want this work or how you can meet the employer's needs.

Closing Paragraph: state or suggest a follow-up action plan.

Yours_________,

Use 8 1/2 x 11 white paper

Use the complete title, check spelling

Use a name

Attention grabber

Emphasize your strongest skills. Try to match them.

Include telephone number(s).

Sign your letter and type your name.

Summary

You now know and have practiced:

- some job search skills
- completing application forms
- letter writing skills

If you want to be called for an interview,
you need to write a resume.

The following activities introduce effective resume writing.

This is the next step in the Job Search Action Plan.

Resume Writing

Peter Larson, a writer for the *Ottawa Citizen*, asserts that

> *" Many people still don't have the faintest idea of how to prepare a sound resume."*

Read his article **"A good resume is a foot in the door"**.

A good resume is a foot in the door

As I recently sorted through a pile of resumes which our personnel department had passed to me, I couldn't help being astounded by how many people still don't have the faintest idea of how to prepare a sound resume.

For a few weeks, I have been looking at potential candidates for a senior research position opening up in my department. Some of the resumes are well prepared and clearly laid out, but others require a road map and a cipher code to figure out where the candidates have been and what they have done.

This is a pity because a good resume opens doors and a bad one closes them - whatever the redeeming qualities of the applicant. After I put an ad in the paper later this month, I know I will be inundated with applications. Unfortunately, like most busy managers, I will be able to give most of them only a cursory glance. Those that are too long or too short, and those that are unclear or messy, will be quickly put on the rejected pile.

Of course, I know that the length of a CV or its tidiness is probably not a good way to hire a new research associate. But there will be dozens to go through, maybe even hundreds, and until I have winnowed the pile down to the last few candidates, I will go pretty well on initial impressions. What advice can be given to those preparing their resume in order to make that all important good first impression? In my experience, the three most common errors in resumes are:

•Not including all relevant information: Some CVs don't include educational information, some don't include work experience, some even forget to include a telephone number where they can be reached.

•Not organizing a resume properly. The resume should make it easy for the reader to understand what you know and what you have done.

•Including too much: some resumes include all kinds of personal information not germaine to the position at hand. I don't really care what your marital status, weight, health or hobbies are and those factors will certainly not weigh in any hiring decision.

Besides, I never yet saw a resume of an applicant who just liked to watch television. All the ones I get like hang-gliding, mountain climbing and reading Homer and Virgil. Somehow I find it a bit hard to believe.

Here are a couple of other pointers picked up from personnel managers who have had to look at many resumes.

Attach a covering letter to you CV. The CV may be general, but the covering letter of no more than a page or two, should show why you are interested in the specific position and why you are a good candidate for the job.

The CV itself ought not to be more than two or three pages long - four at the outside. A longer CV risks bogging down the reader, and losing its impact.

Attainments should be listed, including the name of the institution, the subjects of concentration (eg. BA Economics) and the year of graduation.

Past work experience should be listed, including the names of the companies, the dates of tenure and the kind of job held. It is usually useful to describe the actual work you did or the responsibilities you had. Don't forget to show any promotions you have had while working at the same company as this shows development. I'm just as interested in someone's progression as in the highest position held.

Other experience or evidence of your work should be listed if it's relevant. If the job is a research position, like the one in my department, list articles or documents you have had published. If the job entails some organization or management skills, then indicating that you have organized a peewee hockey tournament would be useful.

Don't use a designer resume with color paper and fancy fonts - it just leaves the impression that you are a professional job seeker. Don't include unsolicited attachments like copies of your thesis or photos of your family. They won't be looked at and are usually just a source of aggravation for the personnel department which has to file them. If necessary, these documents can always be provided at a later date.

Experience shows that resumes that end up in the right pile are those that are simple, clear and to the point.

Resume Quiz ____________

Activity Eighteen

How much do you know?

Read each statement.
Circle your answers.

A resume must never exeed one page.	agree disagree
Employers generally read entire resumes.	agree disagree
It is not imperative to list a telephone number.	agree disagree
Attach a covering letter related to a specific job if appropriate.	agree disagree
School activities, internships, work experience, job shadowing and volunteer work are of minimal importance to employers.	agree disagree
In experienced job hunters should list their courses or attach a transcript.	agree disagree
It is helpful to list a reason for leaving each job.	agree disagree
Employers are concerned about dates and often check time gaps.	agree disagree
You must list all course work taken at school from which no diploma/certificate or degree was granted.	agree disagree

continued

Who should have a resume?

All applicants who want an interview need a document reflecting their **strengths, skills** and **experience.**

Today people at all levels of employment need a resume.

Whether you are:

- *employed*
- *part-time worker*
- *unemployed*
- *a recent graduate*
- *career changer*

you need to think carefully about writing your resume.

The next few activities will draw your attention to resume writing skills and help you decide....

What Kind of Resume You Need

and show you

How to Write an Effective Resume.

What is a resume?

A resume is a concise inventory of your skills, experience, education and job related abilities prepared for submission to an employer. The principal purpose of the resume is to tell the employer what you have to offer. A **good resume** paints a positive picture of you and is often the only means of getting an interview. A bad resume can eliminate you from the start, no matter how well qualified you may be.

Functional Resume

In the functional resume your skills are highlighted in order of importance with examples given for each area.

If you have diversified skills and experience in or out of the paid workforce, the functional resume is best suited to you.

Your skills are stressed in this format. Positions and titles can be omitted or played down. The functional resume is an excellent format to maximize volunteer experience.

Read the example.

Resume of a graduate
with work experience

John_______________
000 000 Maple Street
Oshawa, Ontario L1H 2L6
Telephone Number (416 - 999 - 8888)

CAREER PROFILE

Eight Years Of Experience in the design, operation testing and **Quality Control** of telecommunication systems.

Quality Assurance Supervisor including design and setup of Quality Assurance department, to AQAP-4 level, software/hardware and bitbus products.

System Technologist including design and implementation, discussion of needs and specification,customer consultation, planning and scheduling, costing and site visits.

Quality Assurance Technologist including maintenance of a Quality System to a AQAP-4 level, inspection, calibration, auditing, documentation and customer interface.

Test Technician including engineering, production testing and troubleshooting telecommunication systems.

WORK EXPERIENCE

Quality Assurance Supervisor

Data Ltd.
Feb 1989 - Present

As a designer and supervisor of a new Q.A. department, responsibilities included:

- Design and setup Q.A. department to AQAP-4 level.
- Write procedures and design forms for inspection and 100% testing at different production stages.
- Design a system and write procedures to establish product's life cycle.
- Update the documentation of the software and hardware to the latest revision by writing Engineering Change Orders (E.C.O.).
- Establish acceptance and rejection levels.
- Advise production department in relation to Mil-Stands.
- Assist and conduct the manufacturing acceptance testing.

System Technologist

IC Video
Feb 1988 - Jan [illegible]

In a Management supporting role, responsibilities included:

- System design and implementation, requirements identification and system specification, system and circuit diagrams, task estimates, scheduling and site visits.
- System integration and testing of complex audio-visual equipment.
- Preparation of plans and procedures for system installations.
- Provide support to the Marketing and Technical personnel during bid and contract preparation.
- Manage system installation projects.

Quality Assurance Technologist

Tri Star Instruments
March 1986 - Jan 1988

As management support in Quality Assurance, responsibilities included:

- Inspection of incoming, in-process and final sampling according to Mil-Std-105 and workmanship according to Mil-Std-454J.
- Calibration according to AQAP-6.
- Auditing of production test reports, stockroom material and finished goods.
- Documentation and verification of engineering revision levels on production products and verifying E.C.O.'s.
- Interfacing with customers on company Quality policies.
- Arranging in-house Factory Acceptance Testing.

Test Technician **ALFA Ltd.**
Sept 1984 - Feb 1986

As a member of diverse engineering/production sector, responsibilities included:

- Test, modify and repair fiber optic telecommunication systems.
- Diagnose problems and review prototype version with engineers.
- Develop a reviewing testing criteria and procedures of new products to meet customers specifications.
- Conduct tests to ensure compliance with users' specifications.

Micro-graphic Technician **Photogrametric**
Sept 1981 - Aug 1984

- Operate, adjust and set precision equipment for P.C.B. micro reductions.
- Organise and prepare completed artwork for clients.
- Design P.C.B. using step and repeat micro camera.
- Train new employees on all equipment.

EDUCATION

Seneca College, Toronto, Ontario
    Quality Assurance Technology, 1989
    Electronic Engineering Technologist, 1987
    Electronic Engineering Technician, 1983
    Electro-Mechanical Drafting, 1979.

University of Toronto, Ontario
    Athletic Training Program Development, 1978

JVC Canada, Scarborough, Ontario
    Video Systems Technology

REFERENCES

Available upon request

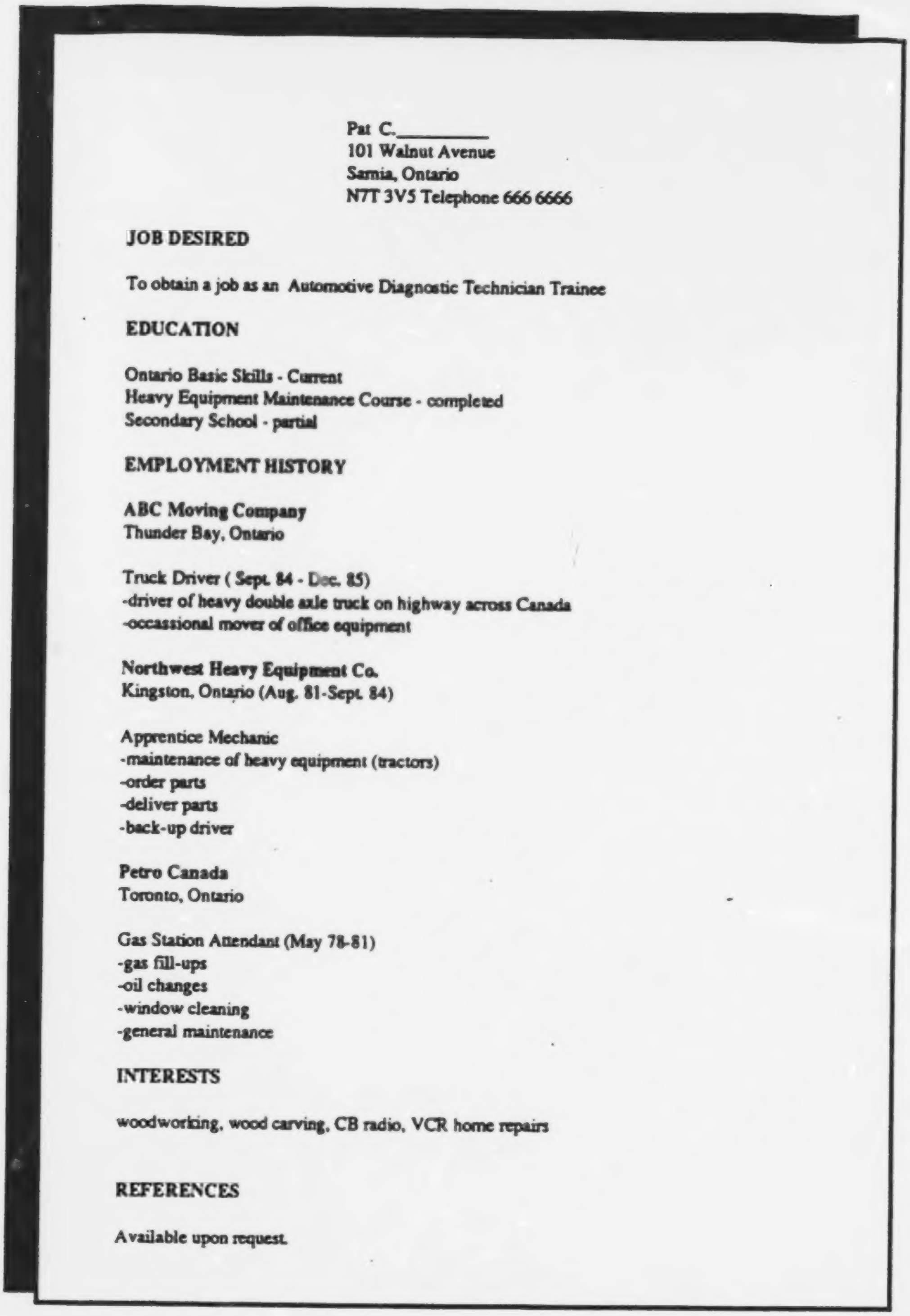
Chronological format

Important

The chronological resume is the most widely used format. This resume can either be point form or in complete sentences.

Your education and work experience are listed in reverse order (your most recent position is listed first). This type of resume is suitable for a person who has a consistent work history.

From the employer's point of view, it allows a quick scan and easy check of applicant's employment history.



Pat C.__________
101 Walnut Avenue
Sarnia, Ontario
N7T 3V5 Telephone 666 6666

JOB DESIRED

To obtain a job as an Automotive Diagnostic Technician Trainee

EDUCATION

Ontario Basic Skills - Current
Heavy Equipment Maintenance Course - completed
Secondary School - partial

EMPLOYMENT HISTORY

ABC Moving Company
Thunder Bay, Ontario

Truck Driver (Sept. 84 - Dec. 85)
-driver of heavy double axle truck on highway across Canada
-occassional mover of office equipment

Northwest Heavy Equipment Co.
Kingston, Ontario (Aug. 81-Sept. 84)

Apprentice Mechanic
-maintenance of heavy equipment (tractors)
-order parts
-deliver parts
-back-up driver

Petro Canada
Toronto, Ontario

Gas Station Attendant (May 78-81)
-gas fill-ups
-oil changes
-window cleaning
-general maintenance

INTERESTS

woodworking, wood carving, CB radio, VCR home repairs

REFERENCES

Available upon request.

Knowing yourself

Do you need a resume?

- you have had long breaks in your employment
- you have worked for a long time at one job
- you have done many jobs for no pay
- you plan to change your job

Does this sound like you or someone you know?

Do you agree with one of these statements?

Then you need a resume.

Prepare to write your resume

The use of action verbs may help you prepare your resume. Try to match your skills to the duties listed in the job ad.

The following activity will give you a chance to practice using action verbs.

Activity Nineteen

Write a phrase or sentence to explain each of the following skills that apply to you. Begin each phrase with the verb. You may add to the list. You are not obliged to use this exact list.

analyze____

____

complete_______________________________________

____

deliver____

____

maintain_______________________________________

____

plan____

____

sell____

____

train____

____

Refer to the next page for an expanded list of verbs.

accumulate
achieve
advise
analyze
appraise
approve
assign
assit
authorize

budget
build

change
charge
check
compare
compile
complete
confer
conduct
consult
contact
control
co-ordinate

describe
design
determine
develop

encourage
establish
examine

formulate
forward

gather

give

help

initiate
implement
improve
inform
interview
inspect

maintain
manage
motivate
operate
organize

plan
prepare
produce
promote

recommend
record
report
review
research

schedule
select
service
standardize
store
survey
train
utilize
verify
write

Use your dictionary to find the meaning of new words. Dictionaries are designed to help you use words effectively. Pronuniciations are given and part of speech are usually given.

You are now ready to decide whether to write a

chronological resume or a **functional resume.**

You need time and the best information to write your resume.

Do not expect to do this job quickly.

You need time to review and list all your skills.

GET HELP!

Ask friends and relatives to help you if you need to.

The **self assessment** surveys in the beginning of this unit can help you too.

Look back and get information from the **job application** pages as well.

Self Evaluation

It is difficult to find your own mistakes. Share your resume with a friend and have them proofread it.

Activity Twenty

Here is a checklist to help you make specific improvements to your resume. Write your answers in the appropriate column.

Activity Twenty: Resume Checklist

	yes	no	Recommendations for Improvement
Does the overall appearance catch your attention and make the employer read the resume?			
Are there spelling errors?			
Are there too many pages or attachments?			
Could the format be changed or layout improved?			
Are all periods of employment and education in the appropriate order?			
Are action verbs used effectively?			
Is information relevant and updated?			

Interview Recruitment Process

Applicants seeking employment may find it useful to examine the recruitment process. You may be faced with two or three interviews for one job. Most employers begin with a **screening interview**.

An employer may decide to interview 10 or 12 applicants based on scanning many responses and resumes submitted.

The screening interview is usually brief. The employer assesses your general qualifications, experience and suitability. You may be introduced to other employees and given a tour. A successful interview at this stage moves you to the second or final selection or interview.

In most cases, this interview is conducted by the person(s) who will make the final hiring decision. In length, the interview will last between 45 minutes to an hour and a half. In addition to a second review of your skills, qualifications and experience, the questions may focus on your attitudes and values. Hypothetical questions may be posed: "How would you handle a specific situation or problem?"

In other situations, the employer may request in advance that you give an oral presentation or you may be asked to take a specific job test.

The employer will in most cases see the applicants only once and a final decision will be made based upon the results of the second interview.

Preparing for the Interview

Congratulations!
You've been invited to an interview. The key to getting the job offer is a positive attitude, preparation and practice. The following activities focus on marketing yourself with confidence.

Activity Twenty-one

Read the article **Beyond Interviewing Skills**, by David Cannon.

1. State the main idea (purpose) of this passage.

2. Take notes on the article. Use a separate sheet of paper.

3. Use your notes to compare the supporting material presented in the article with your own experiences and knowledge.

   Be prepared to share your findings.

Beyond Interviewing Skills

. . . Relating to People in the Job Search

DAVID CANNON

A decade ago an article like this would have advised you not to smoke, chew gum or wear jeans in an interview. Today university and college students have much more sophisticated interviewing skills. Most know how to dress, how to research a company and how to answer tough questions. Some candidates are so clever and well coached the interview begins to feel more like an audition for trained seals.

What works in 1990? . Being able to positively relate to other people the real you, the human being and not the prerecorded message. This may sound simple but it is in fact hard to do. I offer these guidelines that may be of help:

Interviews are not exams. Approaching the interview as an oral examination or TV game show is a mistake. The person that correctly answers the most questions does not always win at this game. Employers will admit that almost every graduate they interview is smart enough to do the job with adequate training. The critical question is "Are you the kind of person that fits into their kind of place?" This is a conversation not a test. A great deal of what you say will be forgotten. Their impression of you as a human being will be the one thing they do remember.

Interviewers have three critical concerns. (1) If I hire you will you make me look good? (2) Will you get along with the people who are already there? (3) Do you have the skills, knowledge and interest to do the job?

Do your homework—this means more than trivia pursuit on the company. It means trying to get inside the head of the person interviewing you. Start thinking about the real needs of that person not just the ones outlined in the company brochure. Interviewers are worried about making a mistake, choosing a person that will prove to be a disaster in their particular culture. Find out what "kind of people" work out and what "kind of people" don't by asking company representatives, friends of the family that are in the business, professors that know something about the field, alumni that work there. Get more than one opinion. When employers talk about "a good fit" they are really talking about someone who "fits in." This insider information may help you to realize that you are applying to the wrong company. It can also show employers that you can think, not just memorize facts.

If you are not sold on the idea of you, it will be nearly impossible to sell anyone else on you. Many people try hard in the interview to be another person because they believe they are not really good enough and do not deserve to have the job. A skilled actor can play a role but when we do this it only confuses the interviewer who is left wondering who we really are.

Understand the power of alignment. Do you know the kind of image you project with your resume or ACCIS form? How do you come across in person? If you are not sure of the answers to these questions ask the people around you. Try to identify a couple of positive things about your personality as commonly perceived by others. You may not have the image you would like to have but if others see you this way so will interviewers. Don't confuse them. Align those things you have to offer with your image. Interviewers know that more than one kind of person can do the job. If your ACCIS form makes you sound aggressive and you turn up a shy person at the interview you will be "out of alignment." It is much better to build value around "shy." Quiet people are often seen as considerate of other people's feelings, as thinkers, careful listeners and team players. Of course none of these may be true about you but if you generate a long enough list of believable perceptions associated with your image you are sure to find something of use. Imaginative friends who act or write can really help you to do this.

Use your body to project energy. Employers expect new graduates to be energetic, full of life and enthusiastic. It's easy to project this by simply moving your body. Keep the middle of your back off the chair and rest your hands "wrists up" in your lap. In the first 5 minutes of the interview lift the hands a few inches off your lap. The rest will take care of itself. You will move, if you let yourself. At wine and cheese sessions or during a plant tour start by keeping your arms open at your side, palms forward. In minutes your arms and hands will begin to move in a natural fashion and this will prove that you are indeed alive

Beyond Interviewing Skills...

Use your body to "defer." During the first few minutes of any encounter hold yourself "at attention" with your focus full concentrated on the head of the person you are talking to. This shows you are in fact there in body and mind. It also sends the signal that you are deferring to the interviewer. Don't stay "tight" for too long, as the interviewer relaxes and warms so do you. Look for the signal—a smile, a humorous or personal remark, a shifting or movement of the body. You can in fact lead a tense interviewer into a more comfortable state but go slowly and be careful.

Smile. This is the number one way to improve your chances. If you do nothing else do this. Practice in the street on the way to the interview. Loosen up that face. Sure you think you look like a clown but the animation that results can help project the energy interviewers are looking for.

Choose your stories carefully. They are going to ask certain predictable questions. In addition to preparing your answers you need to select stories from the past that support those wonderful things you are saying about yourself. These stories need to be concise, 4 to 6 statements or 20 to 40 seconds in length. They must evoke pictures so clear that interviewers can actually see whatever it is you are describing. Be ready when the interviewer asks, "Could you give us an example of where you used that skill?" or "Describe a work situation which demonstrates your communication abilities?" Stories with drama, where you have overcome an obstacle and succeeded are the most memorable.

Have a direction. No need for a master plan to the future but if it looks like you're shopping at "the career mall" weary interviewers might feel that you are wasting their time. It is often hard to know the exact job you want when you haven't worked there. Try thinking about it this way, "What sort of problems do I want to work on in my first job?" and "What do I need to learn next?"

Reveal weaknesses and mistakes. In the early 1980's I spent most of my time helping people to show off their strengths. Today I spend at least some of that time helping job candidates tell others about their imperfections and mistakes. Interviewers are growing weary of the flawless well coached candidate. They don't know who to believe any more. Revealing a "learning experience" you have survived and a few "fixable" shortcomings will send a signal that you are honest, mature and credible. It is possible to sound too good.

Get out of observation. "Observation" simply means watching yourself. You may be tempted to check out how you're doing by stepping out of yourself for a moment. It's also called "keeping score" and it can really wreck your performance. Focus your attention on the person you're talking to and leave evaluations for after the interview.

Most interviewers have never been trained to be

Continued

Typical Interview Questions

Following are some questions which may be asked during the employment interview. Try saying the answers out loud to help clarify your thinking, establish ready answers and improve your delivery.

1. Tell me (us) about yourself?
2. Why do you want to work for our company? What attracted you to this job?
3. What is your understanding about the nature of the job under consideration?
4. What courses did you like best? least? why?
5. Why did you choose to study . . .?
6. Why did you choose your University/College?
7. What do you know about our company?
8. What qualifications do you have that make you feel that you will be successful in your field? What can you bring to this job?
9. What extra-curricular offices have you held?
10. How do you spend your free time?
11. What do you think determines a person's progress in a good organization?
12. What personal characteristics are necessary for success in this field?
13. Do you prefer working with others or by yourself?
14. What kind of boss do you prefer? What kind of work environment?
15. What have you learned from some of the jobs you have held? Any important lessons?
16. What interests you about our product or service?
17. What parts of the job do you think you would find most satisfying? least satisfying?
18. Have you ever changed your major field of interest while in university/college? Why?
19. How is your (academic/work) experience (extra-curricular activites) relevant to this job?
20. What are your strong points?
21. What are your major weaknesses?
22. What are you doing to overcome them?
23. What types of books have you read?
24. What types of people seem to rub you the wrong way?
25. What jobs have you enjoyed most? the least? why?
26. What motivates you?
27. What have you done which shows initiative and willingness to work?
28. Where do you see yourself 4 or 5 years from now (10 years from now)?
29. What are your long-term career goals?
30. What are your ideas on salary?
31. How much money do you hope to earn at age 30? 35?
32. What job in our company do you want to work toward?
33. What would you say has been your proudest accomplishment so far? What has been your greatest disappointment?
34. What are your plans for graduate study?
35. Why do you believe you should be hired for this job?
36. Are you willing to travel or relocate if required?
37. If I spoke to a close friend of yours how do you think they would describe you?

In addition to being prepared for the types of questions listed here, expect a "hypothetical question" such as "You are the plant supervisor, a critical machine breaks down while preparing a large order for an important client—What do you do?" The interviewer is more interested in how you deal with the question than the content of your answer. It is perfectly acceptable to take a moment to think about your answer rather than blurting something out or saying "I don't know."

of sleeping in hotels, worried about the progress of work back at the office and homesick for the family. If your interviewer seems bored, anxious or awkward, forgive them. It may have absolutely nothing to do with you so keep going. People often say "I can't believe I got the job. The interviewer didn't seem thrilled with me at the time."

Ask quality questions. This is where you show off your research but don't forget to be empathetic and use "How?" and "Why?" A question like "It must be difficult to co-ordinate that many projects at once. How do you keep on top of all of them?" shows you have given some thought to their problems. It also lets them be the expert. Being an expert makes interviewers feel good and that is good for you. When in doubt ask about what is going to happen in the future. Everyone who has worked for more than one week in a business has an opinion about the future.

Send thank you notes or letters. Some experts say this doesn't work anymore. The truth is people just don't know how to write them. Be specific, thank them for something they gave you like an answer to a question and be personal. There is a human being at the other end.

Tell the truth—nothing but the truth. Even the most unsuitable candidates can look good in a 30 minute interview. Employers have discovered this the hard way and are becoming more vigilant. They are on the lookout for any traces of manipulation or lying. Just don't risk it. Counsellors in your career centre can help you choose language to tell even the most difficult truths.

What is success? When you walk out of an interview you need to answer yes to only two questions: (1) Did I do my best? (2) Did they see the real me? Answer yes to these two questions and you'll be fine no matter what they decide.

David Cannon is a Career Counsellor at Queen's University, Kingston. Some of the material in the article was adapted from the work of David's colleague and friend Michael Bryant, Career Transition Services, Baltimore, Maryland.

Practice the Interview

Role playing the interview will help you prepare and practice your answers to questions.

You may wish to.......

- role play alone using a mirror
- tape record your practice interview
- video tape your practice interview

Activity Twenty-two

Before you begin, develop a list of questions an employer might ask.
Refer to the previous article or generate a class list of questions.
Use the space provided.

Dealing With Rejection

The interview is over. You are waiting for an answer.
Employers will usually telephone to advise you.

Did you get the job?

If a job offer is not made, you may want to think about improving your interview skills.

There are many more job opportunities.

Activity Twenty--three

Read the following examples of interview questions and answers.

Think about why these answers are **not good**.

Write satisfactory answers for each of the interview questions.

1. Question: *What is your educational background or training?*

   Answer: *I dropped out of highschool.*

   Your answer: ______________________________

   ____

continued

---

2. Question: *Why did you leave your last job?*

   Answer: *I was fired.*

   Your answer: ______________________________

   ____

3. Question: *Why are there large gaps in your employment history?*

   Answer: *I couldn't find a job.*

   Your answer: ______________________________

   ____

4. Question: *Tell me about your last employer.*

   Answer: *He/she didn't know how to run a business.*

   Your answer: ______________________________

   ____

5. Question: *Why should I hire you?*

   Answer: *I need the money.*

   Your answer: ______________________________

   ____

Improving Your Interview Skills

How you answer questions is equally important as what you say in your interview. The tone of your voice and your nonverbal messages communicate your self-image to the employer. You may need to practice assertive interview techniques. This will result in a strong and successful interview.

- Try to recognize different behaviour.
- Practice responsible assertiveness.
- Develop an awareness of your verbal and nonverbal messages and improve your interview.

- How do you project yourself to the employer?

Activity Twenty-four

Read the statements and check the behavior that your think is used by the employee.

Situation #1
I will do anything you tell me to do. I will work 12 hours a day, everyday. You can take advantage of me.

You count **I don't**

passive aggressive aggressive assertive

Situation #2
I will only work 6 1/2 hours each day, take long lunch hours and frequent coffee breaks. You're crazy if your think I will change my attitude.

You count **I don't**

passive aggressive aggressive assertive

Success

The interview is over and you got the job!

Congratulations!

The job search may be over, but you still must work to maintain your employment.

The next part of this unit, **Employment Retention**, will tell you how to stay successful on the job.

Employment Retention

Date begun________________

Date completed___________

Introduction

A recent survey revealed that only ten per cent of the people who lose jobs lose them because they lack the ability required. The other ninety per cent lose their jobs because of undesirable personality traits. How well you work in your job depends less on how well you have learned the actual job tasks and more on how you get along in your job - with co-workers, with regulations and with changes.

Employers are very much aware of the changes in the workforce and are looking for different qualities in their employees. Previously, workers were valued who were loyal to a company, who had a low history of job change or mobility and who were happy to master their work skills and repeat them until retirement. Change was due to promotion and was not a regular occurrence.

The current job market is in a continuous state of flux due to the rapid changes brought about by technology. Not only is the nature of one's work changing continuously, but the workforce pool itself is shrinking which obliges employers to retrain, transfer and promote from within their own businesses.

To the employee, this means that besides mastering the vocational or technical skills required by the actual job, the employee may also be expected to learn and master new tasks and adapt to different ways of doing work. Additionally interpersonal skills, the skills of getting along with people, are becoming increasingly more important as teamwork replaces individual work in the workforce. Problem-solving and decision-making skills, initiative and innovation are highly valued work skills as employees are called upon to assume more responsibility for their work. Lastly, communication, literacy and numeracy skills are becoming increasingly vital as jobs require more reading, writing and calculating.

The degree that you can perform the previous mentioned skills directly affects your chances of keeping, and succeeding in your job. As the workplace continues to change, the skills allowing flexibility and adaptability in the workplace and good interpersonal relationships will be increasingly valued.

Activity One

Quickly brainstorm what you think is important to keep your job. You can do this alone or if possible as a class. List your ideas below.

The ABC's of Keeping Your Job

In the previous activity, you listed ideas to keep your job. Your "on-the -job" behavior has been identified by employers to be critical in determining success in the workplace. The following are some examples of positive workplace behavior.

Activity Two

Check the column which applies to you.

	usually	needs improvement	don't know
Accept criticism and directions graciously.			
Be innovative with suggestions for saving time and money.			
Control your emotions. One outburst of temper may cost you your job.			
Discuss problems with your supervisor, not everyone else on staff.			
Encourage feedback and advice and use the information to do your job better.			
Find out everything about -building layout -smoking areas and rules -company policies and regulations -dress code -benefits, vacation, sick leave, deductions and paydates			
Give your job your best effort and do the best work you can.			
Have a positive attitude and sense of humour.			
If you are ill or have to miss work, phone your employer and account for every day you miss.			
Join in with your co-workers at lunch. Learn their names. Be friendly and courteous.			
Know your limitations and be honest about what you can do.			
Listen and be positive about advice given to you.			
Make every effort to show loyalty to your job and co-workers.			

	usually	needs improvement	don't know
Never bring your personal problems to work.			
Own up to your mistakes. Be honest with your co-workers.			
Perform your tasks with your full attention and ability			
Question anything you don't understand.			
Respect your employer's property and equipment.			
Show initiative.			
Take only the scheduled times for lunch and breaks.			
Understand and follow safety instructions.			
Volunteer to help others.			
Willing to learn new things.			
eXamine and understand your employment contract and job requirements. Your employer's time is expensive. Use time efficiently.			
Zero in on your strengths and demonstrate your abilities.			

Personal Workplace Skills

Activity Three

The following article discusses the role of interpersonal skills and adaptability in the workplace. Read the article, make notes and answer questions on it.

Surveys of many businesses indicate that most employers feel that good interpersonal skills are more important than actual vocational skills. Interpersonal skills are developed from infancy. They include the ability to get along with people, to learn new things, to communicate, to be responsible and to have a positive attitude. An employee's success at a job is strongly affected by the match between his/her interpersonal skills and those of the employer and co-workers. Workplace research and survey results consistently report on the importance of selecting employees whose personal characteristics contribute to and fit in with the character of the particular workplace.

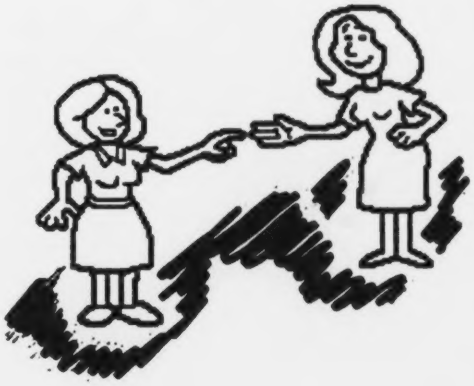
All the skills involved in communication with and work with others are extremely important. These skills alone are often the ones that determine if and for how long you keep your job. Unless you work for yourself, you usually have a supervisor or boss. If you are self-employed, you have clients and suppliers. Many work situations operate, sharing skills and experience to get the job done. No matter how well the job is done, if the interpersonal relationships are poor, productivity as a whole will suffer.

Communication involves following and verifying instructions, giving information, questioning, reading and writing. Somewhat more difficult is the ability to give and receive criticism, request assistance, and accept and respect individual differences.

The ability to be flexible and

adaptable is becoming very valuable in the workplace. New technology is changing the way jobs are being done. Look at the influx of computers into almost every corner of the workplace - even medicine and art. Secretaries have had to abandon their typewriters and filing methods and have had to learn to word process and use data bases. Retraining, either on the job or by taking special courses, has become essential to survival. As the nature of the work changes and people change jobs with greater frequency, flexibility and adaptability are becoming critical to success.

Awareness of your interpersonal skills, especially your communication skills, and a willingness to adapt and be flexible as conditions change, are essential to your ability to stay employed. Working at improving these valuable skills will ultimately be as important to your total job experience as perfecting the actual work you do.



Activity Three (cont.)

Using the outline provided, make notes on the article you have just read.

Topic: **Personal Workplace Skills**

1. Examples of Interpersonal and Communication Skills

a) ____
b) ____
c) ____
d) ____
e) ____
f) ____
g) ____
h) ____
i) ____
j) ____

2. Reasons Communication Skills are Required

a) ____
b) ____
c) ____

3. Reasons Adaptability is Required

a) ____
b) ____

continued

Now answers these questions about the article.

1. Why would a motor vehicle mechanic require good communication skills? Give at least 3 reasons.

2. Discuss 2 examples of new technology changing the way work is done. Think about banks, supermarkets, garages, publishers, offices.

3. Describe a situation from your own paid or unpaid work experience where knowing how to follow instructions was criticial to your success on the job.

Giving and receiving feedback and criticism

As you read in the preceding article, there are many important workplace related skills. This next activity will focus on one of these.

Having someone give you negative feedback or criticism is discouraging. Yet, if criticism is offered constructively with the intent to help, the information can be very useful. If criticism can be given and received in a positive way, it can lead to self-improvement, learning and a better work relationship.

Giving criticism requires sensitive communication skills. These skills can be practiced and learned. If the message is communicated effectively so that it can be received positively, change and learning can occur.

Giving feedback

Most people find giving and receiving criticism or feedback difficult. Often the reaction is to behave defensively. Criticism can be uncomfortable but can be a positive step towards improvement. It is critical when giving feedback to direct it at a specific behavior not at the person as a personal attack. For example, say "My meal is cold," instead of "You're a lousy cook."

Tips on Giving Feedback

- Base comments on behavior not personality.
- Offer positive feedback as well if possible.
- Be brief and to the point.
- Give concrete examples where possible.
- Offer some positive solutions.
- Communicate in private when appropriate.
- Listen to the person's explanation and point of view.
- Outline the consequences clearly and honestly.
- Check that you are being understood.
- Use "I" statements rather than "you". It avoids blaming, (eg. "I disagree" instead of "You're wrong."
- Avoid using judgements.
- Avoid using labels. (eg. You're a lazy slob.)
- Speak the way you would like to be spoken to yourself.

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Tips on Receiving Feedback

- Don't react until you understand what is said - restate, paraphrase or question to make sure you understand.
- Acknowledge and deal with your defenses honestly. "I feel...."
- Listen without interruption.
- Watch your body language.
    - -Keep eye contact.
    - -Show interest.
    - -Control facial expression and posture.
- Communicate agreement or disagreement honestly and calmly. Try to control emotions.
- Remember it is an employer's or supervisor 's responsibility to not only praise but also point out errors.
- Be clear on what changes are requested of you.
- Admit errors and apologize for misunderstandings or inconvenience.
- Thank people for their feedback and suggestions. It is difficult for them as well. Feedback is an effort to help you.

The next activity will give you an opportunity to practice giving and receiving feedback.

Role Playing Situations

Activity Four

The following are some problems that can occur in employment situations. Form groups of three. Have two people role play the situations. The third person will act as an observer and offer feedback.

The role playing can also occur in front of the large group if you are working this way. Feedback would then be received from all group members regarding the effectiveness of the communication.

	Roles	Workplace
1)	A - two co-workers B	A - clothing factory

Problem

The sewing machine operators stagger their break times and cannot leave until the previous group has returned. One operator (B) is always at least ten minutes late. This makes it difficult for fellow workers to plan to share breaks with employees from other areas at specific times. It also makes it difficult to organize their own work efficiently. One co-worker (A) has been asked by the group to speak to (B) about it. Roleplay the conversation.

	Roles	Workplace
2)	A - supervisor B - employee	an office

Problem

(B) is a payroll clerk who has been working in this company for only three months. She is still feeling insecure about many of her duties and is worried about keeping her job. She wants to "look good" especially to her supervisor (A). She has made an error in calculating the last issue of pay checks which her supervisor has just discovered. (B) is unaware of this error. (A) has asked (B) into her office to discuss the mistake. Roleplay the conversation.

	Roles	Workplace
3)	A - 2 co-workers B - an assembly line	electronics firm

Problem

(A) has been working in this factory for eleven years and has a lot of seniority. He is also a very likeable person and everyone's friend. Lately, his work has been very sloppy and carelessly done. It affects everyone's product as it moves down the assembly line. One of his co-workers is going to speak to him. Roleplay the conversation.

	Roles	Workplace
4)	A - construction site supervisor B - crane operator	construction company

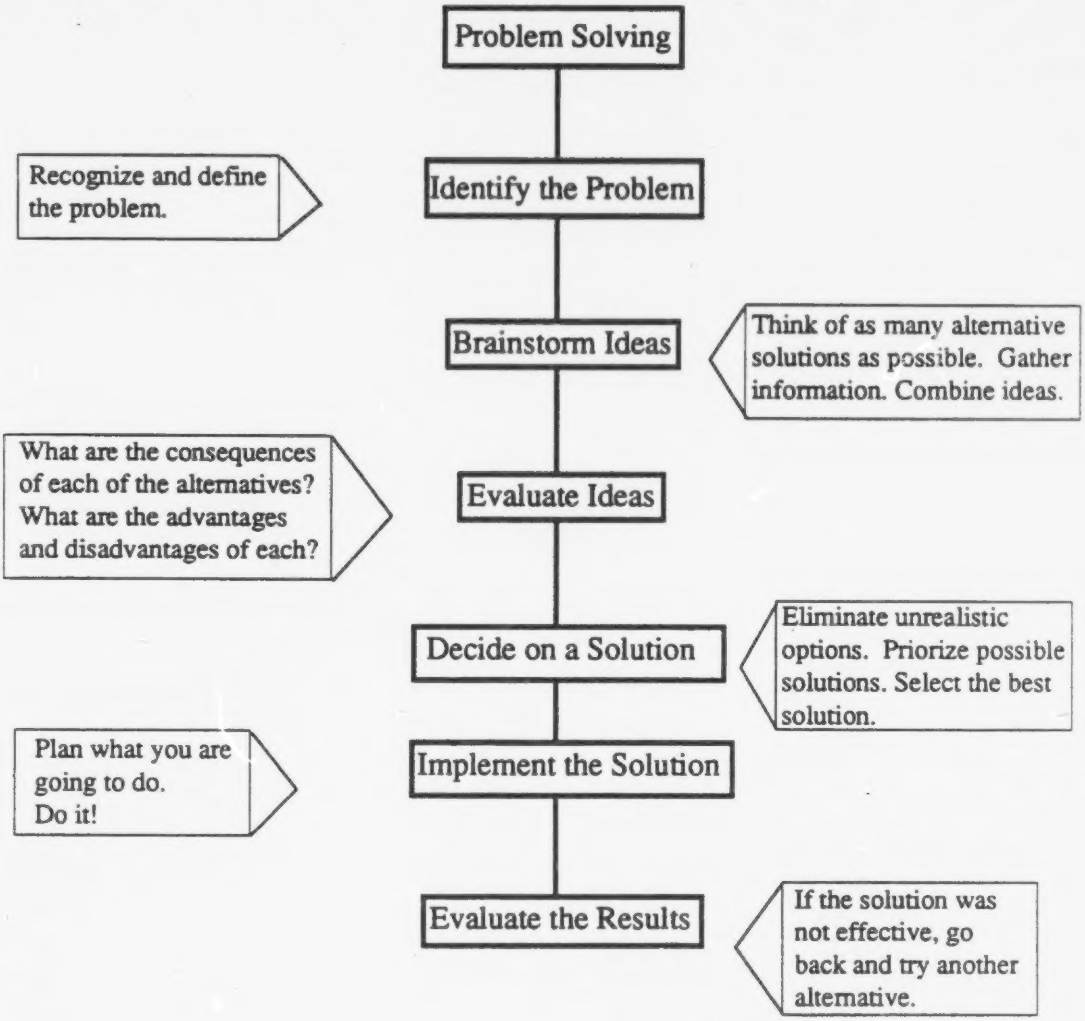
Problem

(B) feels the safety regulations concerning the equipment he operates are unnecessary and interfere with his ability to do his job quickly. He often teases his co-workers when they follow these procedures. His co-workers feel nervous about working with him and don't trust the way he maintains his equipment. They have asked their supervisor (A) to speak to him. Roleplay the conversation.

Problem solving

As well as strong interpersonal skills, the modern workforce requires employees who have skills that allow them to assume greater responsibilty for their work. Decision making and problem solving skills allow the employee to take more control of the work process.

How do you solve problems? Here is a model of a problem solving method.


Problem Solving
Recognize and define the problem.
Identify the Problem
Brainstorm Ideas
Think of as many alternative solutions as possible. Gather information. Combine ideas.
What are the consequences of each of the alternatives? What are the advantages and disadvantages of each?
Evaluate Ideas
Decide on a Solution
Eliminate unrealistic options. Priorize possible solutions. Select the best solution.
Plan what you are going to do. Do it!
Implement the Solution
Evaluate the Results
If the solution was not effective, go back and try another alternative.

Practice the problem solving method by doing this activity.

Activity Five

If possible work in a group. Decide on one problem for the group to work on. Use the format provided to solve the problem and write down what you are doing in each step. If you are having difficulty identifying a problem, look at the following for ideas:

- transportation to work
- care of dependents
- health
- living accomodations
- financial difficulties
- legal problems
- education
- difficult co-workers or boss
- family problem
- time

Identify the problem:

Brainstorm as many alternative ideas as possible:

Evaluate the ideas by listing the consequences and advantages or disadvantages of each:

Decide on the best solution:

Plan what you would need to do to carry out the solution:

Decision Making

Decision making is an important part of the problem solving method shown on page 159. Employers are looking for people who can make decisions. To make a good decision, you must evaluate the alternative ideas and look at both sides of the issue. Listing the pros (good things) and cons (bad things) can be helpful in the evaluation process.

Activity Six

Form a group. (Remember that teamwork and strong communication skills are valuable in the workplace. Here's a chance to practice!)
Discuss each employment policy. Brainstorm the pros first and the cons second. Then make a group decison. Choose one person to present your decision and the reason for it to the class.

Decide whether you agree or disagree with the following employment policies.

1. A successful car dealer has 57 salespeople. At the end of each month, the person with the lowest sales for that month gets fired and a new person is hired.

pros	cons

Decision:

continued

2. Many workplaces have introduced no smoking policies and smoking is strictly prohibited.

pros	cons

Decision:

3. An airline requires mandatory drug testing for employees.

pros	cons

Decision:

continued

4. A supermarket wants to test employees and job applicants for the AIDS virus.

pros	**cons**

Decision:

All of these issues concern human rights. Just as you have considered the pros and cons of several workplace issues, so are municipal, provincial and federal governments assessing human rights issues in the same manner. Official policies are changing and evolving as the courts deal with challenges. If you are interested in current legal aspects, the Canadian Human Rights Commission has excellent free publications.

Who should be laid off?

Activity Seven

Imagine that you are the manager of a company that develops and sells computer software. You are faced with a big problem. Business has been slow and you must lay off one employee.

Read the 3 case studies and list the positive and negative characteristics of each employee. Decide which employee you would lay off and be prepared to defend your choice.

Now form a group to discuss your individual decisions. Make a group decision about whom should be laid off.

Sylvie Lacroix

Sylvie is a hardworking, dependable employee. She has developed some of the best software programs sold by the company. Her information is up-to-date and she is very thorough. She is energetic and works quickly. Sylvie prefers to work alone and does not appreciate interruptions. She has difficulty sharing her expertise and is very defensive if anyone offers feedback on her work. In fact, there have been complaints about her abrupt comments and occasional temper flare-ups. Several co-workers wonder if she may be overstressed at home; she is a single parent with two young children.

positive characteristics	negative characteristics

Michael Wade

Michael was hired at the same time as Sylvie. His wife is working at home looking after their three preschoolers. Michael's work is satisfactory. Over the last two years, he has been responsible for developing software programs. He has had difficulty doing this job well. However, his co-workers have helped him to correct his mistakes so that the software works. Michael is a friendly easy-going person and he interacts well with others. He spends much of his time discussing software programs with co-workers and planning social events for the company. Last year, he organized the family picnic and the Christmas party and set up a darts' league. Morale seems to have increased in the company.

positive characteristics	negative characteristics

Li Tran

Li Tran was hired 2 years ago at the same time as Sylvie and Michael. He is an older gentleman, married to a nurse who works at a local clinic. Li is fluent in French and Vietnamese. He is able to speak English well, but has difficulty reading and writing. Although Li takes a long time to develop software programs, they tend to become best sellers. When trouble with a software program develops and others cannot find the cause or do not have the time, Li can usually solve the problem. Although he is soft spoken and shy, he is always courteous to co-workers and willing to help.

positive characteristics	negative characteristics

Your Individual Decision: Whom would **you** lay off? Why?

Group Decision: Whom would **the group** lay off? Why?

continued

Now answer the following questions about the decision making process
you have just completed.

1. List at least 3 differences between making a decision alone or with a group.

2. Which method do you feel worked better, working alone or with a group? Why?

3. Is doing your job well (job performance) enough to keep your job? Explain your answer.

4. In the case studies, there is information which could be used to discriminate against each person. Discuss at least 4 areas from the case studies which have the potential to unfairly prejudice the decision about who should be laid off.

continued

If you want more information about discrimination, contact the Canadian Human Rights Commisssion for free publications.

Current & Future Labour Market Trends

Activity Eight
Read and discuss the following article and then answer the questions.

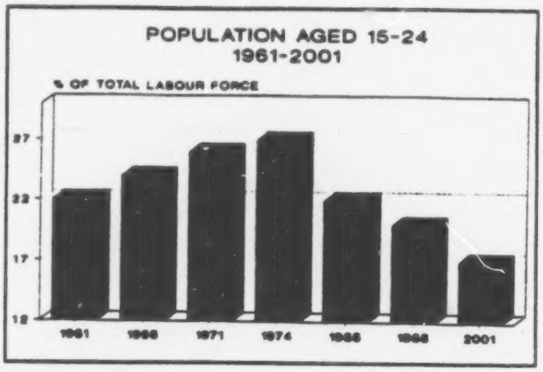
Current and Future Trends in the Labour Market

Introduction

Your present work situation and your working future are very closely determined by labour market conditions. Changing trends in population, technological innovation and economic reorganization are the major forces behind the radical changes in today's workplace. This article will examine these factors and describe how they have changed the workplace from what it was a mere 20 years ago. It will also discuss the resulting demands on the employee to develop the skills to adapt to these changes.

Changing Tends in Population

The changes in population occurring now and predicted for the future have a critical influence on workplace dynamics. Canada's labour force has nearly doubled since 1966, growing from 7.5 million to almost 14 million today. However, based on projections of lower rates of immigration and the low birth rates over the past two decades, our future workforce population is actually **decreasing**. There will be a shrinking pool of qualified entry level workers.



STATISTICS CANADA

The labour force projection shown in the above graph suggests that those in the 15-24 year old age group will make up only 17% of the labour force by the year 2001. The future skilled workers will have to come from those already in the labour force. Flexibility and retraining are becoming inevitable and expected components of employment. The decreasing population at the job entry level will necessitate retraining employees already in the system. It will also require hiring less-skilled individuals and providing training in the workplace. It will be critical for the employees of the future to demonstrate the ability and the willingness to learn. It will be essential to demonstrate a positive attitude toward lifelong learning.

Technological Changes

New technology is changing the way work is done. Computers are revolutionizing the workplace. In many supermarkets, cashiers no longer enter prices; the computerized cash register reads the price and also keeps the inventory list updated. Graphic artists, interior designers and architects, who spend hours designing by hand, can now use sophisticated computer programs. Banking machines have totally changed the way banking is conducted. Word processing and desktop publishing have replaced typing. Employees have to keep pace with rapid and continuous changes in technology. They must have significantly higher basic skills in reading, writing and mathematics. They must be willing to learn how to use the new technologies and can expect to participate in training several times during their work life.

Economic Changes

The economic changes - what we produce, how we produce and how we market products - are happening as rapidly as the technological changes. Because of this, employees have to adapt to continuous change in development, design and production. Our changing economy favours workers who are able to adjust to new job requirements. Adaptability and flexibility have become essential. Adaptability is severely hindered by weak literacy skills. Poorly educated workers lose their jobs more often and remain unemployed longer.

The economic changes brought about by technological advances have reduced the differences between workers and management. Decision making and problem solving tasks previously the domain of management are now often shared at all levels. Workers no longer work alone as often and tasks are not as repetitive. The new workplace is relying more and more on teamwork skills, on the employee's ability to work together, to make decisions, to solve problems and to suggest improvements.

Conclusion

As the technological and economical changes continue to occur, jobs will change and restructure. Individuals will have to change and adapt their skills to meet the new roles. They may even have to change goals and directions entirely.

"The increasing pace of technological change means that today's workers may have to be trained for three or four different careers over the course of their working lives. In this context, the importance of life-long education and training cannot be overstated. Education and training must no longer be perceived as a prerequisite for work, but as an integral part of the work process." Report of the CLMPC Task Force on the Labour Force Development Strategy 1990, pg. 5.

The community and workplace are beginning to provide tools and resources to support you in this process. Partnerships are being formed between business, government, labour and academic institutions to provide opportunities for lifelong learning and retraining. By returning to school, you are already part of this wave of the future.

As well as understanding the need for lifelong learning, mastery of the career planning process is an essential part of preparation for the job market. Assessment of your skills and thorough investigation of jobs will help you find satisfactory employment.

It will be an ongoing life challenge to remain current and marketable. You must take advantage of opportunities to enhance your skills and expand your choices. Flexibility and adaptability and a willingness to learn are becoming essential workplace survival skills.

from CLMPC Task Forces pg. 246, 1990
Ottawa, Canada.

Activity Eight (cont.)

Answer the following questions in complete sentences.

1. What are the 3 major factors that are changing the job market?

2. In 1986, what percentage of the total labour force was between the ages of 15-24?

3. Why will it become necessary to retrain older workers rather that hire entry level workers?

4. At one time, a person could expect to repeat their original skills throughout their career and be assured of keeping their job. What is the situation expected to be like in the future? Why?

5. Describe 5 jobs that have changed because of changes in technology.

6. List the skills that employees will require in the workplace. Write as many as you can.

7. Why is career planning important in preparing for the job market?

8. Will something have to change to allow you to participate in lifelong learning? If so, what?

Stress

Stress is a part of every aspect of our daily lives. It affects how we feel and how effectively we work. Life's stresses and worries seem to build on one another. Minor stresses are sometimes expressed by irritability or depression. Severe stress can lead to heart attacks and death.

A common misunderstanding about stress is that it is always negative or caused by negative events. In fact, all life's events are stressful. Not enough stress can lead to apathy and boredom. Comfortable levels of stress keep people working at what challenges them.

Another misconception about stress is that only high powered top executives are eligible for it! Even children experience a lot of stress growing up to meet today's demands. Teenagers are already planning for a fierce competitive future.

Women too are experiencing rapidly increasing stress. Their gains in workplace equality have resulted in greater demands and responsibilities in the workplace. The reality of still being the main caregivers at home coupled with heavy workplace activity are leading to increasing statistics of heart disease and other stress related illness in this group.

Despite modern technologies, statistics show that people are working harder and longer hours in today's workforce.

Dan Remington, in his article on stress in the magazine **Today's Health** (June/July 1990) describes four types of stress. The categories relate directly to the causes of stress.

1. **Time stress** is stress created by the idea that something must be completed by a deadline.

2. **Anticipatory stress** is also called worry. It is an unspecific stress caused by many different things and causes varying degrees of anxiety.

3. **Situational stress** results from being in a situation that is uncomfortable and out of your control. Conflicting commitments are a example of this type of stress.

4. **Encounter stress** is anxiety caused by negative interaction between people.

.........sound familiar? Read on.

Signs of Stress

There are recognizable physical, emotional and social signs of stress. Do you recognize yourself or anyone you know in the following description?

Stress Symptoms

- **migraines, ulcers, neck and back problems**
- **frequent colds**
- **fatigue**
- **insomnia (sleeplessness)**
- **restlessness**
- **poor concentration**
- **inability to work**
- **mental breakdown (burn out)**
- **feelings of helplessness, alienation and detachment**
- **disinterest**
- **irritability**
- **nervousness**
- **cynicism**
- **blaming attitude**
- **worsening family, social and work relationships**
- **substance abuse (eg. alcoholism, and drug abuse)**

Degrees of Stress

The next activity provides you with a scale to evaluate your current stress level. It is interesting to notice that ten of the top fifteen stress factors on the scale have nothing to do with work... Most people assume that the greatest cause of stress in their lives originates in the workplace. In fact, if you look at the scale, you will see that the situation is actually the opposite. The factors describing your personal and family life create the most stress.

Assessing Your Stress Level

Activity Nine Assessing Your Stress Level

The Holmes-Rahe Scale is one tool that can help you determine your stress level. Rate only the stresses that have occurred in your life in the past 24 months. If your total score is over 300, you have an 80% chance of becoming ill in the next year. If it is between 150 and 300, your chances are 50 %. If it is less than 150, you have a 30% chance.

LIFE EVENT	VALUE	YOUR SCORE
Death of parent	100	
Divorce	73	
Marital Separation	65	
Jail Term	63	
Death of close family member	63	
Personal Injury or illness	53	
Marriage	50	
Fired at work	47	
Marital Reconciliation	45	
Retirement	54	
Change in health of family member	44	
Pregnancy	40	
Sexual Difficulties	39	
New Family Member	39	
Business Adjustment	39	
Change in Financial State	38	
Death of Close Friend	37	
Change in Type of Work	36	
Change in number of arguements with spouse	35	
Mortgage over one year's salary	31	
Foreclosure of mortgage or loan	30	
Changes in responsibilities at work	29	
Child leaving home	29	
Trouble with in-laws	29	
Outstanding personal achievement	28	
Spouse begins or ends work	26	
Begin or end school	26	
Change in living conditions	25	
Revision of personal habits	24	
Trouble with boss	23	
Change in work hours or conditions	20	
Change in residence	20	
Change in schools	20	
Change in recreation	19	
Change in schools	19	
Change in church activities	19	
Mortgage or loan less than one year's salary	17	
Change in sleeping habits	16	
Change in number of family get-togethers	15	
Change in eating habits	15	
Vacation	13	
Christmas	12	
Minor violations of the law	11	
	TOTAL	

Tips on Living and Working with Stress

We all live with varying degrees of stress throughout our lives. It is possible to develop habits and attitudes that help deal with stress in a positive manner. Stressful situations can be redirected to your advantage or supported by balancing your life with other pleasurable, relaxing activities.

Ways to Control and Relieve Stress

- Clarify your goals and values. Make sure they are realistic. Know your limits and say "NO"! Do what you can and "can" what you can't!
- Become aware of things that trigger stress for you. Know your own physical and mental distress signals.
- Be good to yourself. Take care of your physical needs - sleep, good eating habits, exercise and emotional support.
- Organize, plan and control your time. Try to do one activity at a time. Take breaks between stressful tasks.
- Make changes in your life style. Learn to relabel feelings and experiences and think positively.
- Consider all options and alternatives. Don't get trapped.
- Keep your sense of humour and fun!
- Create and use a support system. Talk about problems with trusted family or friends. Express your feelings honestly.
- Share your workload with co-workers and family members.
- Don't be afraid to seek professional help when necessary.

Dealing with YOUR Stress

When you are aware of the stresses in your own life, you can then begin to plan how to deal with the anxiety and tension that may result. The following activity allows you to identify some of your stresses and develop ways to deal with them.

Activity Ten Identify 3 stresses in your life and fill in the following chart.

Part A

	1)	2)	3)
A Name 3 major stresses in your life.			
B What are you doing to allow each one to continue?			
C Describe a possible way to remove or reduce each stress. or			
D Think of a different activity or action you can use to help you cope with or support yourself through this stress.			

Part B

Look at the responses in your chart and ask yourself or discuss with your small group, the following questions.

1. Are you putting your own needs first or last?

2. Can you respond to more of your own needs without interfering in a major way with the lives of others or your work?

Job Burnout

An extreme amount of stress can lead to a condition called "burnout". An individual experiencing burnout is incapable of functioning. Burnout is totally debilitating usually obliging a person in this state to withdraw from the stressful situation and seek professional help.

Handling Extreme Stress

- **Seek professional help and support.**
- **Reexamine and/or change personal and job expectations.**
- **Make appropriate changes to work routines. Vary work routines or withdraw temporarily.**
- **Move from what was happening to create stress toward what could happen to permit positive action again.**

Summary

This section has identified and explored various skills and issues that directly affect successful job retention. Interpersonal communication skills such as giving and receiving feedback were explored in depth. Similarly, the critical thinking skills involved in problem solving and decision making were looked into extensively. These skills in particular have been earmarked specifically as critical to success in the current and future workforce. Issues such as predicting future employment trends, dealing with stress and burnout and the importance of adapting to meet changing workplace requirements were described as well.

The next section will discuss a variety of financial and legal issues that will affect you as an employee.

Financial and Legal Considerations

Date begun________________

Date completed____________

Paying for your education

Let's face it. Getting an education is costly.

Financial planning for your education should begin as soon as admission to college becomes a possible goal. That is — don't wait. You can start planning now even though you may not be ready yet to begin your actual course.

Your educational financial plan should include:

1. **estimating your actual costs**
2. **identifying financial resources (who will give me money)**
3. **developing strategies to meet those costs**

1. Estimating costs

Once you have determined your course, see your Financial Aid Office in your local college. If you ask, they will give you the latest figures for tuition and living expenses.

It is also beneficial to consider your monthly budget. eg. How much will you need for rent, food etc.

Here is a sample.

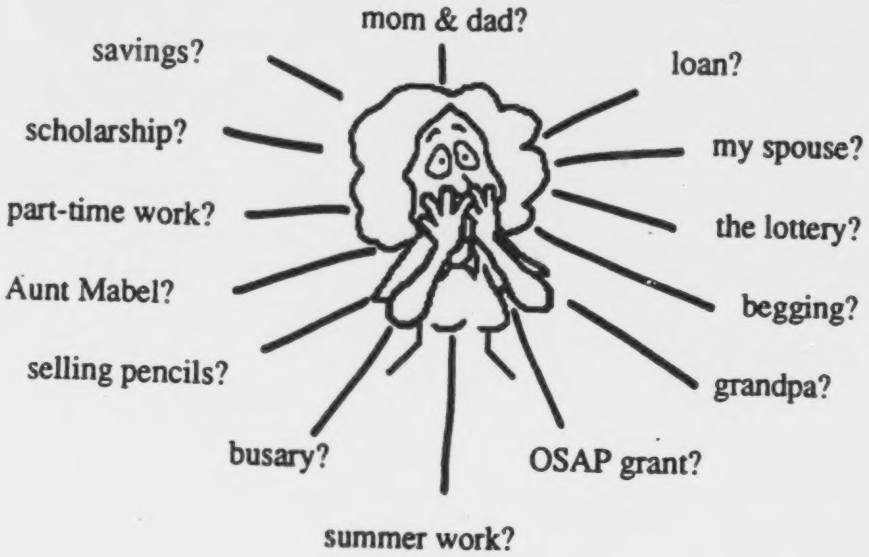
Monthly Expenses While in School

rent ________
utilities ________
telephone ________
cable T.V. ________
groceries ________
meals/snacks away from home ________
laundry/dry cleaning ________
transportation ________
medical/dental/prescr. ________
haircuts/hygiene needs ________
entertainment/recreation ________
gifts ________
other ________
____
____
Total per month ________

Activity One

Spend time working out your monthly expenses. Add things you need which may not be listed above. Be as accurate as you can.

2. **Identifying Resources** - Let's see, where can I get $$$$?


mom & dad?
savings?
loan?
scholarship?
my spouse?
part-time work?
the lottery?
Aunt Mabel?
begging?
selling pencils?
grandpa?
busary?
OSAP grant?
summer work?

For information about **OSAP** (**Ontario Student Assistance Plan**), turn to page 186. If you qualify, it is a great way to obtain money to go to school. Use your college resources to find out about this program.

The Registra's Office will be able to tell you about **scholarships**. A scholarship provides varying amounts of money to students. It is often based on high academic achievement or merit.

To find out about **bursaries**, money available from different sources to help students in financial need, talk to your Financial Aid Office.

* Inviting a Financial Aid Officer to speak to your class would be a great idea!

Ontario Student Assistance Program (OSAP)

The Ontario government provides financial assistance for residents of Ontario who wish to continue their studies. It is for post secondary education (beyond Grade 12). There are six plans:

Canada Student Loans Plan (CSL)

Ontario Study Grant Plan (OSG)

Ontario Student Loans Plan (OSL)

Part-time Canada Student Loans

Ontario Special Bursary Plan (OSBP)

Ontario Work-Study Plan (OWSP)

Ontario Student Assistance is intended to supplement your financial resources. It is worth the time and effort to investigate each plan. College financial aide officers are very knowledgeable and skilled in advising and helping you.

The Ministry of College and Universities publishes a Guide to the Ontario Student Assistance Program. It will answer many of your questions. It is available at your local college or from

Ministry of Colleges and Universities
Student Awards Branch
PO Box 4500
Thunder Bay, Ontario
P7B 6G9
Toll free: 1-800-465-3013

The amount of financial assistance you receive depends on several factors. The program is needs based. That is, the amount you receive will depend on how badly you need it. The Ministry uses this formula.

Allowable Education Costs - Expected Financial Contribution

tuition & compulsory fees
books, equipment, supplies,
personal & living expenses,
local travel allowance,
allowance for trips home,
childcare allowance

=

yourself,
your parents,
your spouse

Calculated Financial Needs

It is impossible to determine exactly how much financial assistance you will receive until you have completed your application. What you can do is to start inquiring early and apply early. The forms are available every April. They take approximately 8 weeks to be processed.

Once you have determined that you need post secondary training, start the process of investigating the possibility of receiving financial assistance from OSAP.

Activity Two

Expected Resources for School Year

(List all possible sources)

Savings from summer employment ____________

Other savings ____________

Assistance from parents
or other relatives ____________

OSAP grant ____________

Loan ____________

Bursaries ____________

Scholarships ____________

Part-time earnings ____________

Total Resources ____________

Activity Three

Use your total from page 184, plus the cost of tuition for a course you want to take, and add several hundred dollars for books.

1. Total Monthly Expenses x 8 ____________
2. Tuition ____________
3. Books and supplies ____________

Total of Expenses ____________

continued

Activity Four
Subtract your expenses from your resources.

Total Resources (pg. 186) ________

- Total Expenses (pg. 184) ________

$

Will you be able to manage?______________

Activity Five

Brainstorm ideas to either decrease your monthly living costs or increase your monthly resources.

eg. What if I brought my lunch instead of buying?
Maybe I could sell my car.
Maybe I could do some babysitting.

Think about it.....

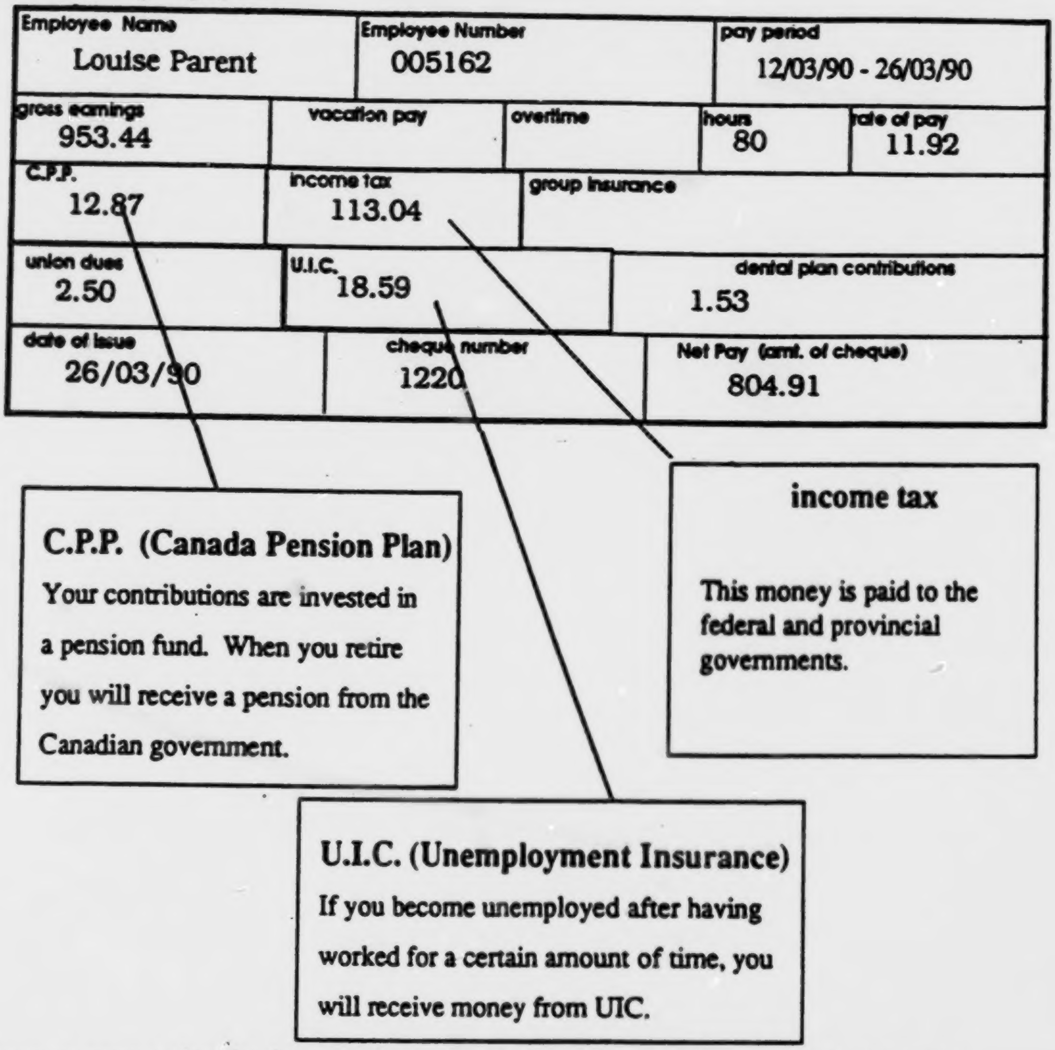
Is it worth going without some things now in order to get a good job in the future?

Reading your pay stub

Your first pay check can be quite a disappointment. The salary you earn and the amount you actually receive are very different. Employers are required by law to make deductions for Canada Pension Plan (CPP), Unemployment Insurance Commission (UIC) and income tax.

Other deductions, such as union dues, vary depending on where you work. Some deductions, such as group insurance, dental plans and drug plans, are optional. Often the employer makes contributions to these optional plans as part of the benefit's package.

Here is a sample pay stub.



Employee Name Louise Parent	Employee Number 005162	pay period 12/03/90 - 26/03/90		
gross earnings 953.44	vacation pay	overtime	hours 80	rate of pay 11.92
C.P.P. 12.87	income tax 113.04	group insurance		
union dues 2.50	U.I.C. 18.59	dental plan contributions 1.53		
date of issue 26/03/90	cheque number 1220	Net Pay (amt. of cheque) 804.91		

C.P.P. (Canada Pension Plan)

Your contributions are invested in a pension fund. When you retire you will receive a pension from the Canadian government.

income tax

This money is paid to the federal and provincial governments.

U.I.C. (Unemployment Insurance)

If you become unemployed after having worked for a certain amount of time, you will receive money from UIC.

Which item accounts for the largest deduction? **Income tax** is usually the largest deduction from you salary. You will have an opportunity to learn more about income tax on the following pages.

Overview of Income Tax

Income tax is paid to the provincial and federal governments to support their operations. Tax money is used to finance such things as highway construction, education, social assistance, defense, foreign aid and the court system.

The amount of tax you pay depends partly on how much income you have. Your actual income is reduced by various deductions such as union dues, child care expenses, and registered retirement savings plan (RRSP) contributions. The tax system compensates for the variations in personal circumstances by allowing tax credits for particular situations like being married, having dependents, making Canada Pension Plan (CPP) and Unemployment Insurance Commission (UIC) contributions and paying tuition fees.

Your employer deducts an estimated amount of income tax from each pay check. Depending on your total income and which deductions and tax credits apply in your particular situation, this estimated amount may be too high or too low. By April 30th of each year, every employee is required to file an income tax return in order to calculate how much tax should be paid. Completing your income tax return allows you to claim a refund if you employer has deducted too much tax or if you are eligible for a tax credit such as the child tax credit. If you calculate that you have not paid enough tax, you must pay the balance.

The Income Tax Return

Refer to the copy of an income tax return at the end of this section or, even better, pick up a Tax Guide and Return form any post office.

The four pages of a tax return can be an intimidating blur of lines and boxes. They do, however, follow a logical plan.

Step 1 **Identification** personal information such as name, address and social insurance number (SIN)

page 1

Step 2 **Calculation of Total Income** - income from employment, pension, and other sources such as family allowances, UIC, interest and alimony.

Step 3 **Calculation of Taxable Income** - deductions, such as RRSP contributions, union dues, child care expenses and moving expenses are subtracted from total income

page 2

Step 4 **Calculation of Total Non-Refundable Tax Credits** tax credits include basic personal amount, married amount, amount for dependent children, CPP & UIC contributions and tuitions fees

Tip: If you are not married, you may be able to claim the "equivalent-to-married amount for one of your dependents.

page 4

Step 5 **Summary of Tax Credits** -calculate federal and provincial tax owed
-calculate credits such as child tax credit
-ask for a refund or pay balance due

Page 3 is essentially for calculation by people who are self employed or who have dependents.

The tax return is so long because it includes lines that refer to a large variety of personal circumstance. The trick to doing your own income tax is to decide which lines refer to you and to ignore all the rest. How can you do this? Each line is numbered. The number refers to a section in the Tax Guide which explains the item in detail. As well, you will be mailed information slips for income you received, such as a T4 for employment income, a T4FA for family allowances and a T4U for unemployment insurance benefits. These information slips will direct you to the appropriate parts of the tax return.

Once you have determined which items apply to you, you can fill out your tax return in a similar way year after year unless your circumstances change. Revenue Canada Taxation also provides free help over the telephone and publishes several pamphlets covering particular situations.

Income Tax Return Quiz

Refer to the copy of an income tax return at the back of this section or use an actual income tax return obtained from a post office.

Activity Six

What is the number of the line on an income tax return where you should put the following?

line number

1. Employment income before deductions __________
2. Family allowance payments __________
3. Unemployment Insurance benefits __________
4. Registered pension plan contributions __________
5. Annual union dues __________
6. Child care expenses __________
7. Moving expenses __________
8. Alimony paid __________
9. Basic personal amount __________
10. Married amount __________
11. Amount for dependent children __________
12. Canada Pension Plan contributions __________
13. Unemployment Insurance premiums __________
14. Tuition fees for self __________
15. Education amount for self __________
16. Charitable donations __________
17. Net Federal Tax __________
18. Total income tax deducted/ information slips __________
19. Child Tax Credit __________
20. Refund __________

Preparing to File A Tax Return

What You Need

- **General Tax Guide and Return**
  - will be mailed to you in January or can be obtained at a post office all year
- **Your information slips**
  - should be mailed to you between January and March
  - T4 covers employment income
  - T4A covers pension income
  - T5 covers investment income
  - T4U covers unemployment insurance benefits
  - TFA covers family allowance
  - T2202 covers tuition and education
- **Receipts for items such as medical expenses or charitable donations**
- **A calculator**

What You Do

- Remove the two income tax returns found in the centre of the Tax Guide.
- Use one of these returns as your working copy.
- Remove the appropriate schedules from the Tax Guide. Schedule 7 is used to apply for the Child Tax Credit. Schedule 6 is used for the "equivalent-to-married" amount claimable by a person who is not married and has dependents.
- Refer to the line explanation in the Tax Guide for instructions on how to complete each line of the return. Leave out all lines which do not apply to you.
- Complete the working copy.
- Transfer the information from your working copy onto your mailing copy. Sign and date your mailing copy.
- Attach one copy of your information slips and receipts to your mailing copy.
- Mail your tax return by April 30.
- Keep your working copy and information slips in your personal files.

Completing an Income Tax Return

You will need a General Tax Guide and Return, obtainable from a post office, to do this activity.

Activity Seven
Complete an income tax return for Louise Parent described below. If you prefer, complete a tax return for yourself instead.

Louise Parent

Louise Parent was born on June 23, 1948. Her social insurance number (SIN) is 444 444 444. She lives at 21 Main Street, Mansbridge,Ontario, K1S 1W5 She pays $550 per month rent. She is a single parent with two children - Andrea, born on August 17,1979 and Amelia born on November 14, 1976.

Hint: Louise is eligible to apply for the "married-to-equivalent" amount on schedule 6.

From January to April, Louise attended Greenwood Community College and paid $622 in tuition fees.

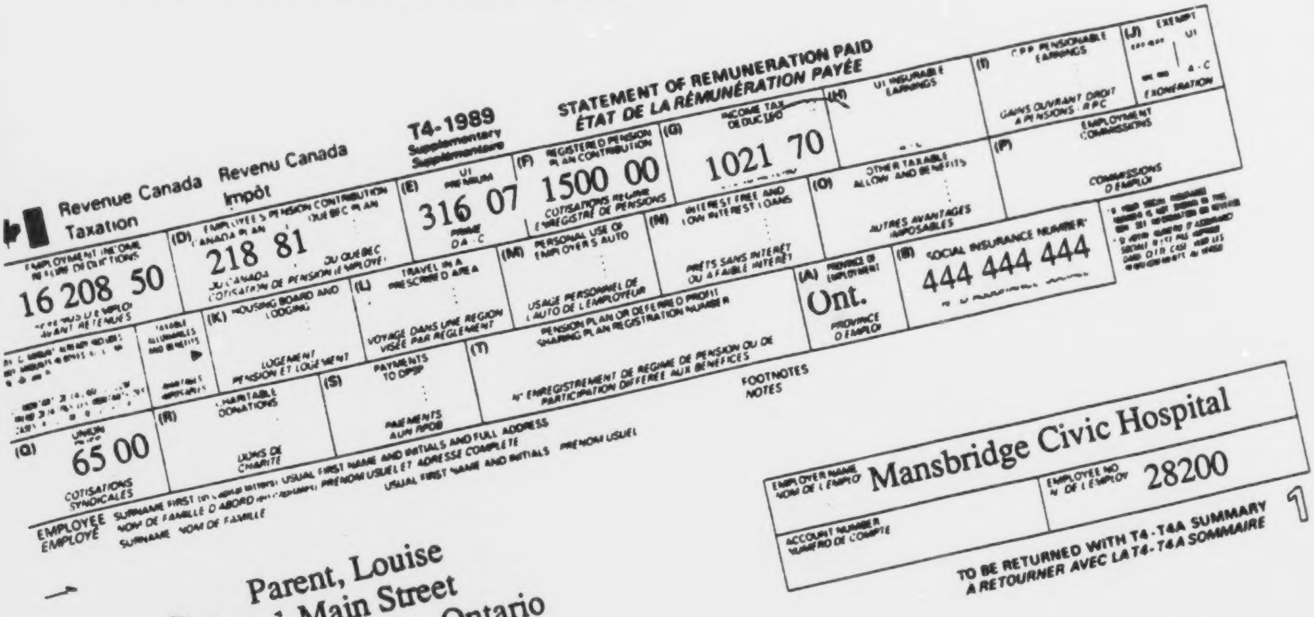
Hint: Louise is eligible to claim the "education amount for self" line 322. She can claim $60 for each month she was at college.

In May, Louise started work as a laboratory technician at Mansbridge Civic Hospital. She earned $16208.50, contributed $218.81 to CPP, $316.07 to UIC, and $1021.70 to income tax.

Louise received $785.33 in family allowances and paid $65 in union dues. She also contributed $1500 to a registered pension plan at work.

Hint: Louise can claim the Child Tax Credit and the Federal Sales Tax Credit by filling out schedule 7.

Following are copies of Louise's information slips. Use them to complete her income tax return and schedules 6 and 7.



Revenue Canada Taxation
Revenu Canada Impôt

T4-1989
Supplementary
Supplémentaire

STATEMENT OF REMUNERATION PAID
ÉTAT DE LA RÉMUNÉRATION PAYÉE

Employment income before deductions / Revenus d'emploi avant retenues	16 208 50
(D) Employee's pension contribution Canada Plan / Quebec Plan	218 81
(E) UI premium / Prime d'A-C	316 07
(F) Registered pension plan contribution / Cotisations régime enregistré de pensions	1500 00
(G) Income tax deducted	1021 70
(H) UI insurable earnings	
(I) C.P.P. pensionable earnings / Gains ouvrant droit à pension - RPC	
(J) Exempt UI A-C / Exonération	
(K) Housing board and lodging / Logement pension et logement	
(L) Travel in a prescribed area / Voyage dans une région visée par règlement	
(M) Personal use of employer's auto / Usage personnel de l'auto de l'employeur	
(N) Interest free and low interest loans / Prêts sans intérêt ou à faible intérêt	
(O) Other taxable allow. and benefits / Autres avantages imposables	
(P) Employment commissions / Commissions d'emploi	
(A) Province of employment / Province d'emploi	Ont.
(B) Social insurance number	444 444 444
(Q) Union dues / Cotisations syndicales	65 00
(R) Charitable donations / Dons de charité	
(S) Payments to DPSP / Paiements aux RPDB	
(T) Pension plan or deferred profit sharing plan registration number / N° enregistrement de régime de pension ou de participation différée aux bénéfices	

Footnotes
Notes

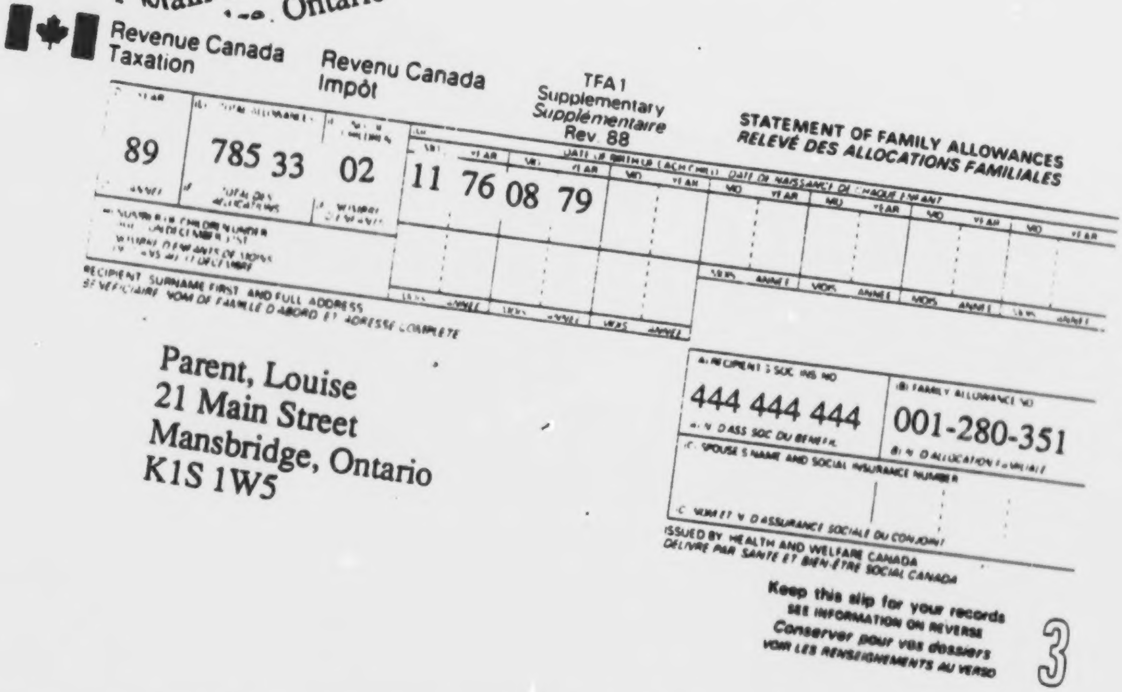
Employee / Employé
Surname first usual first name and initials and full address
Nom de famille d'abord prénom usuel et adresse complète

Parent, Louise
· Main Street
Ontario

Employer name / Nom de l'employeur: Mansbridge Civic Hospital
Employee No. / N° de l'employé: 28200
Account number / Numéro de compte

TO BE RETURNED WITH T4-T4A SUMMARY
À RETOURNER AVEC LA T4-T4A SOMMAIRE

1



Revenue Canada Taxation
Revenu Canada Impôt

TFA1
Supplementary
Supplémentaire
Rev. 88

STATEMENT OF FAMILY ALLOWANCES
RELEVÉ DES ALLOCATIONS FAMILIALES

Year / Année	Total allowances / Total des allocations	Number of children / Nombre d'enfants	Date of birth of each child / Date de naissance de chaque enfant
89	785 33	02	11 76 08 79

Recipient surname first and full address
Bénéficiaire nom de famille d'abord et adresse complète

Parent, Louise
21 Main Street
Mansbridge, Ontario
K1S 1W5

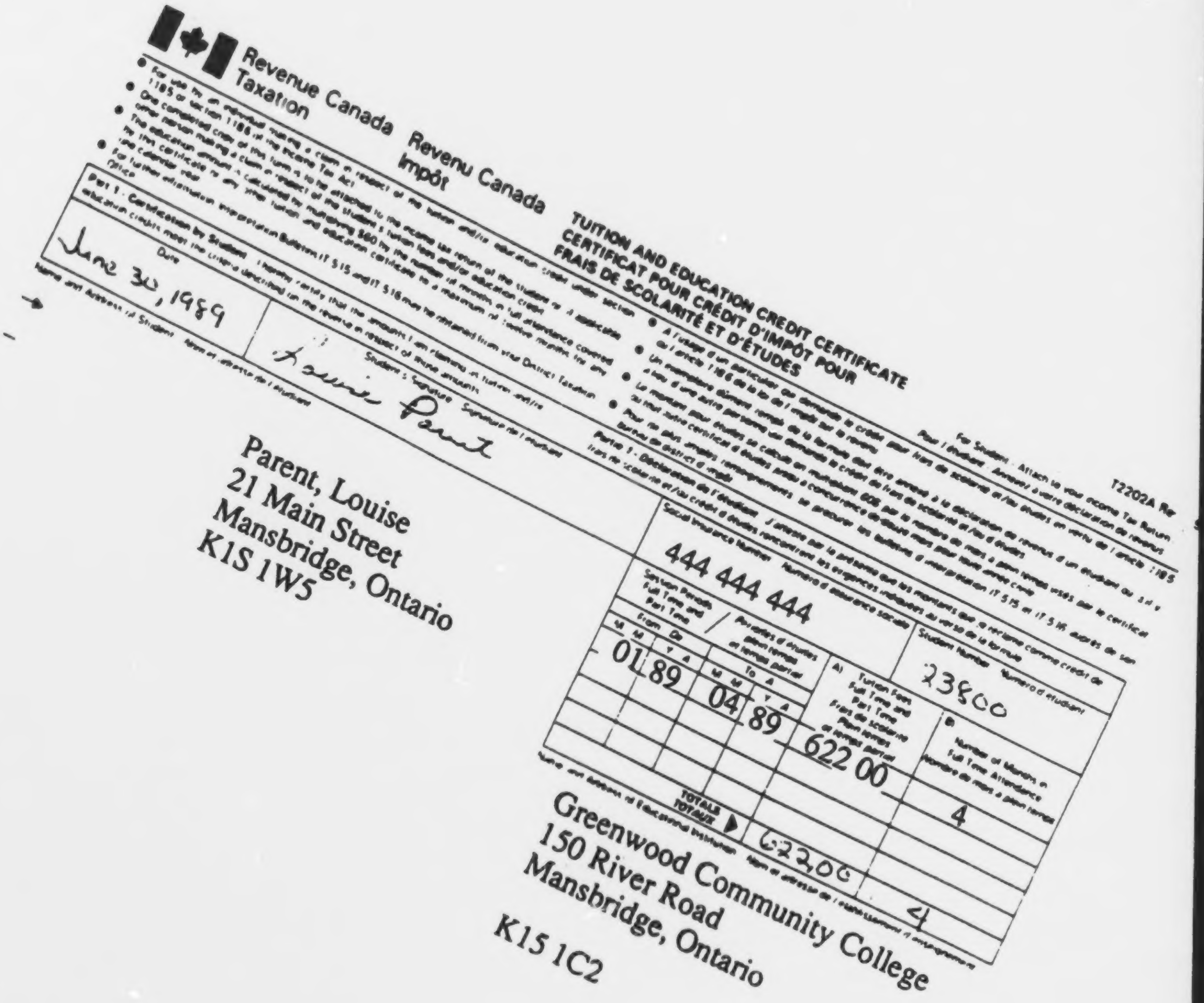
(A) Recipient's soc. ins. no / N° d'ass. soc. du bénéf.: 444 444 444
(B) Family allowance no / N° d'allocation familiale: 001-280-351
(C) Spouse's name and social insurance number / Nom et n° d'assurance sociale du conjoint

ISSUED BY HEALTH AND WELFARE CANADA
DÉLIVRÉ PAR SANTÉ ET BIEN-ÊTRE SOCIAL CANADA

Keep this slip for your records
SEE INFORMATION ON REVERSE
Conserver pour vos dossiers
VOIR LES RENSEIGNEMENTS AU VERSO

3

Louise's completed income tax return is at the back of this section.



Revenue Canada Taxation
Revenu Canada Impôt

TUITION AND EDUCATION CREDIT CERTIFICATE
CERTIFICAT POUR CRÉDIT D'IMPÔT POUR FRAIS DE SCOLARITÉ ET D'ÉTUDES

T2202A

For Student - Attach to your Income Tax Return
Pour l'étudiant - Annexez à votre déclaration de revenus

Part 1 - Certification by Student
Partie 1 - Déclaration de l'étudiant

Date	Student's Signature Signature de l'étudiant
June 30, 1989	Louise Parent

Name and Address of Student Nom et adresse de l'étudiant

Parent, Louise
21 Main Street
Mansbridge, Ontario
K1S 1W5

Social Insurance Number Numéro d'assurance sociale	Student Number Numéro d'étudiant
444 444 444	23800

Session Periods Full Time and Part Time / Périodes d'études plein temps et temps partiel — From De (M M / Y A)		To À (M M / Y A)		A) Tuition Fees Full Time and Part Time Frais de scolarité plein temps et temps partiel	B) Number of Months in Full Time Attendance Nombre de mois à plein temps
01	89	04	89	622 00	4
			TOTALS TOTAUX ▶	622,00	4

Name and Address of Educational Institution Nom et adresse de l'établissement d'enseignement

Greenwood Community College
150 River Road
Mansbridge, Ontario
K15 1C2

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Revenue Canada Taxation   Revenu Canada Impôt

1989
T1 GENERAL

deral and Ontario dividual Income Tax Return

ep 1 - Identification

al First Name and Initial   Surname, Family or Last Name (Please print)

ent Address (Please Print) Number, Street and Apt. No., or P.O. No. or R.R. No.

ince or Territory   Postal Code

you filed an Income Tax Return before?   YES ☐   NO ☐

ES", please indicate for what year: 19 ☐☐

on last return: same as above ☐ or

ess on last return: same as above ☐ or

of work or occupation in 1989

of present employer

Complete the following

Your Social Insurance Number

Your Spouse's Social Insurance Number

On December 31, 1989, you were: Married 1 ☐ Widow(er) 2 ☐ Divorced 3 ☐ Separated 4 ☐ Single 5 ☐

Name of Spouse

Address of Spouse: same as mine ☐ or

Your Date of Birth   Day   Month   Year

Your Province or Territory of Residence on December 31, 1989, was:

If you were self-employed in 1989, please state province or territory of self-employment:

If you became or ceased to be a resident of Canada in 1989, give:

Date of Entry   Day   Month   or Departure   Day   Month

If taxpayer is deceased, please give date of death: Day   Month   Year

ep 2 - Calculation of Total Income

Please do not use this area

Employment income before deductions from Box (C) on all T4 slips (attach copy 2 of T4 slips)			101	⊙
Commissions from Box (P) on all T4 slips, included in above total		102		
Other employment income including tips and gratuities, etc. (please specify)			104	⊙
Old Age Security pension (attach copy of T4A(OAS) slip)			113	⊙
Canada or Quebec Pension Plan benefits (attach copy 2 of T4A(P) slip)			114	⊙
Other pensions or superannuation (attach copy 3 of T4A slips)			115	⊙
Family allowance payments (attach copy of TFA1 slip)			118	⊙
Unemployment Insurance benefits (attach copy 2 of T4U slip)			119	⊙
Taxable amount of dividends from taxable Canadian corporations (attach completed Schedule 5)			120	⊙
Interest and other investment income (attach completed Schedule 5)			121	⊙
Partnership income: limited or non-active partners only (attach completed Schedule 5)			Net 122	⊙
Rental income	Gross 160		Net 126	⊙
Taxable capital gains (attach completed Schedule 3)			127	
Alimony or separation allowance income			128	⊙
Registered retirement savings plan income (attach T4RSP slips)			129	⊙
Other income (please specify; see line 130 in guide)			130	⊙
Business income	Gross 162		Net 135	⊙
Professional income	Gross 164		Net 137	⊙
Commission income	Gross 166		Net 139	⊙
Farming income	Gross 168		Net 141	⊙
Fishing income	Gross 170		Net 143	⊙
l Income (add lines 101 to 143 inclusive - please enter this amount on line 200 on page 2)			150	▶

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Step 3 - Calculation of Taxable Income

	Total Income (from line 150 on page 1)	200	
Deductions from Total Income	Registered pension plan contributions	207	⊙
	Registered retirement savings plan contributions (attach receipts)	208	⊙
	Annual union, professional or like dues (attach receipts)	212	⊙
	Child care expenses (attach form T778)	214	⊙
	Attendant care expenses (attach form T929)	215	⊙
	Allowable business investment losses	217	⊙
	Moving expenses (attach form T1-M)	219	⊙
	Alimony or separation allowance paid	220	⊙
	Carrying charges and interest expenses (attach completed Schedule 5)	221	⊙
	Exploration and development expenses (attach completed Schedule 5)	224	⊙
	Other employment expenses (attach form T2200 or TL2)	229	⊙
	Other deductions (please specify; see line 232 in guide)	232	⊙
	Add lines 207 to 232 inclusive	233	▶
	Net income before adjustments (subtract line 233 from line 200)	234	
	Social Benefits repayment: if you reported income at line 113, 118 and/or 119 see line 235 in guide	235	• ⊙
	Net Income (subtract line 235 from line 234)	236	
	Accumulated forward averaging amount withdrawal (attach form T581)	237	
	(add lines 236 and 237)	239	
Deductions from Net Income	Employee home relocation loan deduction (from T4 slip)	248	⊙
	Stock option and shares deductions	249	⊙
	Limited partnership losses of other years	251	⊙
	Non-capital losses of other years	252	⊙
	Net capital losses of other years (1972 to 1988)	253	⊙
	Capital gains deduction (attach form T657)	254	⊙
	Northern residents deductions (attach form T2222)	255	⊙
	Additional deductions (as specified at line 256 in guide)	256	⊙
	Add lines 248 to 256 inclusive	257	▶
	Taxable Income (subtract line 257 from line 239 and proceed to Step 4 below)	260	

Step 4 - Calculation of Total Non-Refundable Tax Credits

Non-Refundable Tax Credits	Basic personal amount — Claim $ 6,066.00	300	
	Age amount, if you were born in 1924 or earlier — Claim $ 3,272.00	301	
	Married amount (complete Personal Amounts area on page 3)	303	⊙
	Amount for dependent children (complete Personal Amounts area on page 3)	304	⊙
	Additional personal amounts (attach completed Schedule 6)	305	⊙
	Canada or Quebec Pension Plan contributions		
	Contributions through employment from Box (D) on all T4 slips (maximum $ 525.00)	308	• ⊙
	Contribution payable on self-employment earnings (from page 3)	310	•
	Unemployment Insurance premiums from Box (E) on all T4 slips (maximum $ 613.60)	312	• ⊙
	Pension income amount (maximum $ 1,000, see line 314 in guide)	314	⊙
	Disability amount for self (claim $ 3,272.00)	316	⊙
	Disability amount for dependant other than spouse	318	⊙
	Tuition fees for self (attach form T2202A or receipts)	320	⊙
	Education amount for self (attach form T2202 or T2202A)	322	⊙
	Tuition fees and education amount transferred from child (attach form T2202 or T2202A)	324	⊙
	Amounts transferred from spouse (attach completed Schedule 2)	326	⊙
	Medical expenses (attach receipts and complete Schedule 4)	330	⊙
	Subtract: 3% of line 236 above or $ 1,517, whichever is less		
	Allowable portion of medical expenses	▶ 332	
	Add lines 300 to 326 inclusive and line 332 (IF THIS AMOUNT EXCEEDS THE AMOUNT AT LINE 260, SEE "LINE 335" IN GUIDE)	335	
	NON-REFUNDABLE TAX CREDITS: 17% of line 335 or see Table A instructions	338	
	Charitable donations (attach receipts)	340	⊙
	Gifts to Canada or a province (attach receipts)	342	⊙
	Total Donations (add lines 340 and 342)	344	
	On the first $ 250 or less — the credit at 17% is	346	
	On the balance of — the credit at 29% is	348	
	Total Non-Refundable Tax Credits (add lines 338, 346 and 348 and proceed to Step 5 on page 4)	350	

Attach all required information slips, receipts, schedules and statements to the top of this page.

-Canada Pension Plan Contribution on Self-Employment Earnings

ensionable self-employment earnings

dd: Pensionable earnings from employment from Box (C) or Box (I) of T4 slips

Equals: Total pensionable earnings

ubtract: Basic Canada Pension Plan exemption of $ 2,700.00

Equals: Earnings subject to contribution (maximum $ 25,000.00)

quired contribution (4.2% of 'Earnings subject to contribution': maximum $ 1,050.00)

btract: Contributions through employment (from T4 slips)

X 2 =

Canada Pension Plan Contribution Payable on Self-Employment Earnings (please enter this amount on line 310 on page 2 and also on line 431 on page 4.)

-Self-Employment Report

you reported self-employment income on lines 135 to 143 of page 1, please complete this section.

ou must file a Statement of Income and Expenses with your return.

er the amount of salary or wages paid in the year to your spouse *(if partnership, enter only your share)*

mplete the following for the business with the largest total income:

ployer's remittance account number

iness name

ation

Number, Street or P.O. Box No. or R.R. No.

City

Province or Territory *Postal Code*

fly describe the major business activity:

the major activity changed since last return was filed?

1. No ☐ 2. Yes ☐

If the major business activity involves the resale of goods, indicate whether: ☐ Retail Wholesale ☐

If your major activity is trucking, are you also an "owner-operator", "leased-operator", or "broker-operator" working for a trucking concern?

1. No ☐ 2. Yes ☐

Specify the principal product(s) mined, manufactured or sold, type of construction activity or service provided, giving the approximate percentage that the revenue from each is of the total revenue.

1. %
2. %
3. %

Personal Amounts

ried amount - Please check ✓ box 1. or box 2.

ried on or before December 31, 1989, and supported spouse in 1989

whose net income in that year was not over $ 506.00 Claim $ 5,055.00 on line 303 on page 2

whose net income in that year was over $ 506.00 but less than $ 5,561.00

5,561 00

Subtract: spouse's net income

Claim (please enter this amount on line 303 on page 2)

the year of marital breakdown, net income of your spouse is the net income while not separated.

our marital status changed in 1989, please give date of change

Day *Month*

ounts for Dependent Children (see Guide "Line 304" for examples)

de details below and claim according to child's age and net income. If child's net income exceeds $ 2,528.00, see Guide "Line 304" for lation of a possible reduced claim.

ildren born in 1971 or later - Claim $ 392.00 for each of two children and $ 784.00 for each additional child.

ildren born in 1970 or earlier who are physically or mentally infirm - Claim $ 1,487.00 for each child.

me of child (attach list pace insufficient)	*Relationship to you*	*Date of birth of child*			*If born in 1970 or earlier, state nature of infirmity*	*Net income in 1989 $*	*Claim*
		Day	*Month*	*Year*			

Total claim for dependent children (please enter this amount on line 304 on page 2)

Step 5 - Summary of Tax and Credits

There are two methods of tax calculation (see Table A instructions)

Taxable Income from line 260 on page 2 400 ____

TABLE METHOD ONLY

Federal Income Tax (look up amount from line 400 in Table A) 401 ____

Subtract: Total non-refundable tax credits from line 350 on page 2 402 ____

Federal Tax (line 401 minus line 402: if negative, enter zero or from line 406 on Schedule 1) 406 ____

Subtract: **Federal political contribution tax credit** Total contributions **409** ____ ⊙

Allowable tax credit (from calculation at line 410 in guide) **410** ____ •

Investment tax credit (attach form T2038 (IND)) **412** ____ •

Labour-Sponsored Funds tax credit (attach receipts) **414** ____ •

Total of above credits 416 ☐ ▶

Federal tax before federal individual surtax (line 406 minus line 416: if negative, enter zero) 417 ____

Add: **Federal individual surtax** (look up amount from line 406 in Table B or from line 419 on Schedule 1) 419 ____

Net Federal Tax (add lines 417 and 419) 420 ____

Add: **Ontario tax** (look up amount from line 406 in Table B or from line 423 on Schedule 1) 423 ____

Canada Pension Plan contribution payable on self-employment earnings from page 3 431 ____

Repayment of Social Benefits (from calculation at line 235 in guide) 432 ____

Repayment of child tax credit overpayment from Schedule 7, Part B **434** ____

Total Payable (add lines 420 to 434 inclusive) 435 ____

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683 ☐☐

684 ☐

Total income tax deducted per information slips **437** ____ • ⊙

Federal Credits

Child tax credit (attach Schedule 7, complete Parts A and B) **444** ____ •

Federal sales tax credit (attach Schedule 7, complete Parts A and C) **446** ____ •

Canada Pension Plan overpayment **448** ____ •

Unemployment Insurance overpayment **450** ____ •

Refund of investment tax credit (attach form T2038 (IND)) **454** ____ •

Part XII.2 tax credit (attach T3 slip) **456** ____ • ⊙

Provincial Credits

Ontario tax credits **464** ____ •

Other Credits

Tax paid by instalments **476** ____ • ⊙

Forward averaging tax credit (attach form T581) **478** ____ •

Total Credits (add lines 437 to 478 inclusive) 482 ☐ ▶ ____

Subtract line 482 from line 435 and enter the difference in applicable space below.

A difference of less than $1.00 is neither charged nor refunded.

Refund 484 ____ •

Balance Due 485 ____

I hereby certify that the information given in this return and in any documents attached is true, correct and complete in every respect and fully discloses my income from all sources.

Please sign here ____

Telephone Area code ____ Date ____

It is a serious offence to make a false return.

Privacy Act Personal Information Bank number RCT/P-PU-005

Amount Enclosed ____

Please attach cheque or money order payab the Receiver General. Do not mail cash. Payment is due not later than April 30, 19

469

Language of correspondence — Langue de correspondance

Please indicate below the language of your choice for subsequent correspondence and returns.

Veuillez indiquer plus bas dans quelle langue vous désirez recevoir toute correspondance subséquente et vos prochaines déclarations de revenus.

1. English ☐ Anglaise
2. French ☐ Française

490

Name and address of any individual or firm who received compensation for the preparation of this return.

Name ____

Address ____

Telephone ____

Form authorized and prescribed by order of the Minister of National Revenue for of Part I, Part I.1 and Part I.2 of the Income Tax Act, Part I of the Canada Pension Part VIII of the Unemployment Insurance Act.

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Revenue Canada Taxation | Revenu Canada Impôt

1989
T1 GENERAL

completed for
Louise Parent

leral and Ontario ividual Income Tax Return

p 1 - Identification

First Name and Initial: UISE · | Surname, Family or Last Name (Please print): PARENT

t Address (Please Print) Number, Street and Apt. No., or P.O. No. or R.R. No.: MAIN STREET

NSBRIDGE

ce or Territory: TARIO | Postal Code: KIS 1W5

ou filed an Income Tax Return before? YES ☐ NO ☑

, please indicate for what year: 19 ☐☐

on last return: same as above ☐ or

s on last return: same as above ☐ or

f work or occupation in 1989: laboratory technician

of present employer: Mansbridge Civic Hospital

Complete the following

Your Social Insurance Number: 444 444 444

Your Spouse's Social Insurance Number: ☐☐☐ ☐☐☐ ☐☐☐

On December 31, 1989, you were: Married 1 ☐ Widow(er) 2 ☐ Divorced 3 ☐ Separated 4 ☐ Single 5 ☑

Name of Spouse

Address of Spouse: same as mine ☐ or

Your Date of Birth: Day 23 Month 06 Year 1948

Your Province or Territory of Residence on December 31, 1989, was: Ontario

If you were self-employed in 1989, please state province or territory of self-employment:

If you became or ceased to be a resident of Canada in 1989, give:

Date of Entry Day ☐☐ Month ☐☐ or Departure Day ☐☐ Month ☐☐

If taxpayer is deceased, please give date of death: Day ☐☐ Month ☐☐ Year ☐☐☐☐

Please do not use this area

p 2 - Calculation of Total Income

Employment income before deductions from Box (C) on all T4 slips (attach copy 2 of T4 slips)	101	16 208 50	⊙	
Commissions from Box (P) on all T4 slips, included in above total 102				
Other employment income including tips and gratuities, etc. (please specify)	104		⊙	
Old Age Security pension (attach copy of T4A(OAS) slip)	113		⊙	
Canada or Quebec Pension Plan benefits (attach copy 2 of T4A(P) slip)	114		⊙	
Other pensions or superannuation (attach copy 3 of T4A slips)	115		⊙	
Family allowance payments (attach copy of TFA1 slip)	118	785 33	⊙	
Unemployment Insurance benefits (attach copy 2 of T4U slip)	119		⊙	
Taxable amount of dividends from taxable Canadian corporations (attach completed Schedule 5)	120		⊙	
Interest and other investment income (attach completed Schedule 5)	121		⊙	
Partnership income: limited or non-active partners only (attach completed Schedule 5)	Net 122		⊙	
Rental income Gross 160	Net 126		⊙	
Taxable capital gains (attach completed Schedule 3)	127			
Alimony or separation allowance income	128		⊙	
Registered retirement savings plan income (attach T4RSP slips)	129		⊙	
Other income (please specify; see line 130 in guide)	130		⊙	
Business income Gross 162	Net 135		⊙	
Professional income Gross 164	Net 137		⊙	
Commission income Gross 166	Net 139		⊙	
Farming income Gross 168	Net 141		⊙	
Fishing income Gross 170	Net 143		⊙	
Income (add lines 101 to 143 inclusive - please enter this amount on line 200 on page 2)	150	16 993 83	►	16 993 83

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Step 3 - Calculation of Taxable Income

		Line	Amount			Total	
	Total Income (from line 150 on page 1)	200				16 993	8
Deductions from Total Income	Registered pension plan contributions	207	1500	00	⊙		
	Registered retirement savings plan contributions (attach receipts)	208			⊙		
	Annual union, professional or like dues (attach receipts)	212	65	00	⊙		
	Child care expenses (attach form T778)	214			⊙		
	Attendant care expenses (attach form T929)	215			⊙		
	Allowable business investment losses	217			⊙		
	Moving expenses (attach form T1-M)	219			⊙		
	Alimony or separation allowance paid	220			⊙		
	Carrying charges and interest expenses (attach completed Schedule 5)	221			⊙		
	Exploration and development expenses (attach completed Schedule 5)	224			⊙		
	Other employment expenses (attach form T2200 or TL2)	229			⊙		
	Other deductions (please specify; see line 232 in guide)	232			⊙		
	Add lines 207 to 232 inclusive	233	1565.00		▶	1565	0
	Net income before adjustments (subtract line 233 from line 200)	234				15428	83
	Social Benefits repayment: if you reported income at line 113, 118 and/or 119 see line 235 in guide	235			• ⊙		
	Net Income (subtract line 235 from line 234)	236				15428	83
	Accumulated forward averaging amount withdrawal (attach form T581)	237					
	(add lines 236 and 237)	239				15428	8
Deductions from Net Income	Employee home relocation loan deduction (from T4 slip)	248			⊙		
	Stock option and shares deductions	249			⊙		
	Limited partnership losses of other years	251			⊙		
	Non-capital losses of other years	252			⊙		
	Net capital losses of other years (1972 to 1988)	253			⊙		
	Capital gains deduction (attach form T657)	254			⊙		
	Northern residents deductions (attach form T2222)	255			⊙		
	Additional deductions (as specified at line 256 in guide)	256			⊙		
	Add lines 248 to 256 inclusive	257			▶		
	Taxable Income (subtract line 257 from line 239 and proceed to Step 4 below)	260				15428	8

Step 4 - Calculation of Total Non-Refundable Tax Credits

		Line	Amount			Total	
Non-Refundable Tax Credits	Basic personal amount — Claim $6,066.00	300	6066	00			
	Age amount, if you were born in 1924 or earlier — Claim $3,272.00	301					
	Married amount (complete Personal Amounts area on page 3)	303			⊙		
	Amount for dependent children (complete Personal Amounts area on page 3)	304	392	00	⊙		
	Additional personal amounts (attach completed Schedule 6)	305	5055	00	⊙		
	Canada or Quebec Pension Plan contributions						
	Contributions through employment from Box (D) on all T4 slips (maximum $525.00)	308	218	81	• ⊙		
	Contribution payable on self-employment earnings (from page 3)	310			•		
	Unemployment Insurance premiums from Box (E) on all T4 slips (maximum $613.60)	312	316	07	• ⊙		
	Pension income amount (maximum $1,000, see line 314 in guide)	314			⊙		
	Disability amount for self (claim $3,272.00)	316			⊙		
	Disability amount for dependant other than spouse	318			⊙		
	Tuition fees for self (attach form T2202A or receipts)	320	622	00	⊙		
	Education amount for self (attach form T2202 or T2202A)	322	240	00	⊙		
	Tuition fees and education amount transferred from child (attach form T2202 or T2202A)	324			⊙		
	Amounts transferred from spouse (attach completed Schedule 2)	326			⊙		
	Medical expenses (attach receipts and complete Schedule 4) 330				⊙		
	Subtract: 3% of line 236 above or $1,517, whichever is less						
	Allowable portion of medical expenses ▶	332					
	Add lines 300 to 326 inclusive and line 332 (IF THIS AMOUNT EXCEEDS THE AMOUNT AT LINE 260, SEE "LINE 335" IN GUIDE)	335	12909	88			
	NON-REFUNDABLE TAX CREDITS: 17% of line 335 or see Table A instructions	338				2194	6
	Charitable donations (attach receipts) 340 ⊙						
	Gifts to Canada or a province (attach receipts) 342 ⊙						
	Total Donations (add lines 340 and 342) 344						
	On the first $250 or less — the credit at 17% is	346					
	On the balance of — the credit at 29% is	348					
	Total Non-Refundable Tax Credits (add lines 338, 346 and 348 and proceed to Step 5 on page 4)	350				2194	6

Attach all required information slips, receipts, schedules and statements to the top of this page.

Canada Pension Plan Contribution on Self-Employment Earnings

sionable self-employment earnings

d: Pensionable earnings from employment from Box (C) or Box (I) of T4 slips

Equals: Total pensionable earnings

otract: Basic Canada Pension Plan exemption of $ 2,700.00

Equals: Earnings subject to contribution (maximum $ 25,000.00)

uired contribution (4.2% of 'Earnings subject to contribution': maximum $ 1,050.00)

otract: Contributions through employment (from T4 slips)

X 2 =

Canada Pension Plan Contribution Payable on Self-Employment Earnings (please enter this amount on line 310 on page 2 and also on line 431 on page 4.)

Self-Employment Report

you reported self-employment income on lines 135 to 143 of page 1, please complete this section.

u must file a Statement of Income and Expenses with your return.

r the amount of salary or wages paid in the year to your spouse *(if partnership, enter only your share)*

plete the following for the business with the largest total income:

loyer's remittance account number

ness name

tion

Number, Street or P.O. Box No. or R.R. No.

City

Province or Territory *Postal Code*

y describe the major business activity:

he major activity changed since last return was filed?

1. No ☐ 2. Yes ☐

If the major business activity involves the resale of goods, indicate whether: ☐ Retail Wholesale ☐

If your major activity is trucking, are you also an "owner-operator", "leased-operator", or "broker-operator" working for a trucking concern?

1. No ☐ 2. Yes ☐

Specify the principal product(s) mined, manufactured or sold, type of construction activity or service provided, giving the approximate percentage that the revenue from each is of the total revenue.

1. %
2. %
3. %

Personal Amounts

ied amount - Please check ✓ box 1. or box 2.

ied on or before December 31, 1989, and supported spouse in 1989

whose net income in that year was not over $ 506.00 Claim $ 5,055.00 on line 303 on page 2

whose net income in that year was over $ 506.00 but less than $ 5,561.00

5,561 | 00

Subtract: spouse's net income

Claim (please enter this amount on line 303 on page 2)

e year of marital breakdown, net income of your spouse is the net income while not separated.

ur marital status changed in 1989, please give date of change

Day *Month*

unts for Dependent Children (see Guide "Line 304" for examples)

e details below and claim according to child's age and net income. If child's net income exceeds $ 2,528.00, see Guide "Line 304" for lation of a possible reduced claim.

dren born in 1971 or later - Claim $ 392.00 for each of two children and $ 784.00 for each additional child.

dren born in 1970 or earlier who are physically or mentally infirm - Claim $ 1,487.00 for each child.

e of child (attach list ce insufficient)	*Relationship to you*	*Date of birth of child*			*If born in 1970 or earlier, state nature of infirmity*	*Net income in 1989 $*	*Claim*	
		Day	*Month*	*Year*				
ndrea Parent	daughter	17	08	79		0	392	00

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Total claim for dependent children (please enter this amount on line 304 on page 2) 392 | 00

Step 5 - Summary of Tax and Credits There are two methods of tax calculation (see Table A instructions)

Taxable Income from line 260 on page 2 400 15428 | 83

TABLE METHOD ONLY

Federal Income Tax (look up amount from line 400 in Table A)	401	2622
Subtract: Total non-refundable tax credits from line 350 on page 2	402	2194
Federal Tax (line 401 minus line 402: if negative, enter zero or from line 406 on Schedule 1)	406	427

Subtract: **Federal political contribution tax credit** Total contributions **409** ________ ⊙

Allowable tax credit (from calculation at line 410 in guide)	410	•
Investment tax credit (attach form T2038 (IND))	412	•
Labour-Sponsored Funds tax credit (attach receipts)	414	•
Total of above credits	416	

Federal tax before federal individual surtax (line 406 minus line 416: if negative, enter zero)	417	
Add: **Federal individual surtax** (look up amount from line 406 in Table B or from line 419 on Schedule 1)	419	17
Net Federal Tax (add lines 417 and 419)	420	444 | 3
Add: **Ontario tax** (look up amount from line 406 in Table B or from line 423 on Schedule 1)	423	216
Canada Pension Plan contribution payable on self-employment earnings from page 3	431	
Repayment of Social Benefits (from calculation at line 235 in guide)	432	
Repayment of child tax credit overpayment from Schedule 7, Part B	434	
Total Payable (add lines 420 to 434 inclusive)	435	660

Please do not use this area

683 ☐
684 ☐

Total income tax deducted per information slips	437	1021 | 70 • ⊙
Federal Credits		
Child tax credit (attach Schedule 7, complete Parts A and B)	444	1130 | 00 •
Federal sales tax credit (attach Schedule 7, complete Parts A and C)	446	200 | 00 •
Canada Pension Plan overpayment	448	•
Unemployment Insurance overpayment	450	•
Refund of investment tax credit (attach form T2038 (IND))	454	353 | 42 •
Part XII.2 tax credit (attach T3 slip)	456	• ⊙
Provincial Credits		
Ontario tax credits	464	•
Other Credits		
Tax paid by instalments	476	• ⊙
Forward averaging tax credit (attach form T581)	478	•
Total Credits (add lines 437 to 478 inclusive)	482	2705 | 12 ▶ 2705

Subtract line 482 from line 435 and enter the difference in applicable space below. (2044

A difference of less than $1.00 is neither charged nor refunded.

Refund 484 2044 | 70 • Balance Due 485 ________

I hereby certify that the information given in this return and in any documents attached is true, correct and complete in every respect and fully discloses my income from all sources.

Please sign here Louise Parent

Telephone Area code 613 821 9934 Date Apr 30/90

It is a serious offence to make a false return.

Privacy Act Personal Information Bank number RCT/P-PU-005

Amount Enclosed ________

Please attach cheque or money order payab the Receiver General. Do not mail cash Payment is due not later than April 30, 19

469

Language of correspondence — **Langue de correspondance**

Please indicate below the language of your choice for subsequent correspondence and returns.

Veuillez indiquer plus bas dans quelle langue vous désirez recevoir toute correspondance subséquente et vos prochaines déclarations de revenus.

1. English ☑ Anglaise
2. French ☐ Française

490

Name and address of any individual or firm who received compensation for the preparation of this return.

Name N A

Address

Telephone

Form authorized and prescribed by order of the Minister of National Revenue for of Part I, Part I.1 and Part I.2 of the Income Tax Act, Part I of the Canada Pension Part VIII of the Unemployment Insurance Act.

BEST COPY AVAILABLE

[illegible] Additional Personal Amounts [illegible] 1988

[illegible] workers' compensation payments and social assistance payments.

[illegible] family allowance payments in respect of each dependent claimed are reported on line 118 on page 1 of your return.

☑ [illegible] ☐ Widowed ☐ Divorced ☐ [illegible] ☐ [illegible]

☑ [illegible]

5,561 00

Amelia Parent
21 Main Street
[illegible] Ont. [illegible]

daughter
14 | 11 | 76

(1) Family or Last Name							
Usual First Name							
Address							
(2) Family or Last Name							
Usual First Name							
Address							

Includes Old Age Security and Net Federal Supplements [illegible]

Total Amounts for Other Dependants [illegible] B

Total Additional Personal Amounts (total of amounts A and B)

Federal Sales Tax Credit 1988

Child Tax Credit (Part B below)

[illegible]		1	15428 83
[illegible]	547	2	
[illegible]	548	3	
[illegible]	549		
[illegible]			15428 83
[illegible]	545 2 × $565.00	6	1130 00
[illegible]	548 × $200.00	7	
[illegible]	550 × 25%	8	
[illegible] (if negative, enter zero)		9	
[illegible] Add line 6 and line 9		10	1130 00
[illegible]		11	15428 83
Subtract Base amount		12	24,355 00
[illegible] (if negative, enter zero)		13	0 00
Enter 25% of line 13		14	0 00
Line 10 minus line 14 (if negative, enter zero)		15	1130 00
[illegible]	552	16	
[illegible]		17	1130 00
[illegible] $100.00	578	18	100 00
[illegible] $100.00	580	19	
Number of [illegible] children	582 2 × $50.00	20	100 00
Add lines 18, 19 and 20		21	200 00
[illegible]		22	15428 83
Subtract Base amount		23	16,000 00
[illegible] (if negative, enter zero)		24	0 00
[illegible]		25	0 00
[illegible] Credit [illegible]		26	200 00

BEST COPY AVAILABLE

Job Benefits

Full-time work usually includes "extras" for employees which are in addition to salary. These extras are sometimes called fringe benefits. They can consist of paid vacations and statutory holidays as well as a wide range of insurance and pension plans covering, for example: health and dental care, disability and accidental injury and death. The cost of these benefits are usually totally paid for by the employer.

Many companies also offer employer-sponsered benefits, such as profit-sharing plans, stock purchase options and registered retirement savings plans. Employees have a choice as to whether or not they wish to participate in these. If they choose to do so, they usually share the costs with their employers.

In addition to the above, some benefit packages may include additional "perks" or extras. These perks may include the opportunity for business related travel or bonus pleasure trips, access to below-market interest rates on loans, expense accounts, subsidized meals, free parking, use of a company car, product discounts, club memberships and education and training provisions.

Benefits can increase an employee's basic earnings by as much as 13%. They have a significant impact on the real worth of an employee's salary and should be seriously considered in the evaluation of job offers.

The administration and legal requirements of benefits may vary in different companies, regions, and provinces. Rules concerning access and eligibility are often confusing and complex. To fully enjoy the benefits you are eligible for, it is important that you are informed of and understand all aspects of your benefits package.

Benefits are usually dependent on salary level, length of service and full-time employment status. Thus, part-time workers usually receive very few benefits.

In large companies, Human Resource or Personnel Officers provide the information on benefits. In small companies, you will speak to your employer.

What Benefits Are Available?

The following activity will identify the job benefits you are familiar with. You will hear about the job benefits that people in your group already know about.

Activity Eight

Part A

- If possible form into groups of 3-5 people.

- Choose someone to keep a record of what your group says.

- Brainstorm with your group a list of job benefits you are familiar with. Make sure your group understands how each benefit works and what it means.

- Share all the groups information and compile a list of the benefits described by each group. Write this list on a blackboard or on chart paper.

Part B

- Read the entire list of benefits. Which five benefits are the most important to you?

Benefit	Why it is important to me
1.	
2.	
3.	
4.	
5.	

Part C

Do you need more information about any of the benefits that have been listed? Which ones?

Benefit	I would like to know.

Canadian Human Rights

In Canada, the belief that everyone should be treated with equality and have the same chance to make the most of life has become law.

The Canadian Human Rights Act was created to protect all Canadians from discrimination. It was written and accepted by Parliament in 1981 with further changes made in 1984 and 1986.

Do you know your rights?

Activity Nine

Use a √ mark to indicate whether you feel the question is appropriate or inappropriate for an employer to ask.

On an application form an employer can ask......	appropriate	inappropriate
1. your sex, age and marital status		
2. what public or elementary school you attended		
3. whether you are legally entitled to work in Canada		
4. your citizenship		
5. what church you attend		
6. what clubs or organizations you belong to		
7. what high school or university you attended		
8. your mother tongue		
9. the names of your previous employers		

Check your answers with the explanation on the next page.

1. **Inappropriate.**

You should not be asked sex, age, and marital status (married; divorced; common-in-law; single; separated; maiden or birth name) Questions about children, dependents; child care arrangements, child-bearing plans; pregnancy; birth control; information about spouse, second income, insurance beneficiaries' relationship person to be notified in case of emergency may not be made. Questions about height and weight are also inappropriate.

2. **Inappropriate:**

You should not be asked about the name and location of the elementary school. However, job related questions such as: grade/level completed; degrees/ diploma level obtained; courses of study may be asked.

3. **Appropriate:**

You may be asked if you are legally entitled to work in Canada.

4. **Inappropriate:**

You should not be asked about your citizenship because it may provide information about your national origin.

5. **Inappropriate:**

You may not be asked what church you attend or about religious holidays or customs you observe.

6. **Inappropriate:**

You may not be asked to list memberships or organizations.

7. **Appropriate.**

You may be asked your high school, college or university background and for verification of educational background.

8. **Inappropriate**

You may not be asked what language is spoken in your home, because it solicits information about your national origin.

9. **Appropriate**

You may be asked about previous employers.

The questions and answers have been adapted from Employment Application Forms and Interviews. Complete information about the kinds of questions an employer may or may not ask can be obtained from:

The Ontario Human Rights Commission
623 - 55 St. Clair Avenue East
Toronto, Ontario M4T 1M2
Telephone: (416) 966-5527

The Canadian Human Rights Commission
400-90 Sparks Street
Ottawa, Ontario K1A 1E1
Telephone: (613) 995 -1151

Do you know your rights?

The Human Rights Act - An Overview

You have looked at some examples of questions which are frequently asked in employment situations. Some of these were inappropriate according to the Human Rights Code as they requested information which might be used in a discriminatory way.

There are 10 grounds on which discrimination is forbidden by the Canadian Human Rights Act. They are as follows;

1. family status
2. marital status
3. race
4. national or ethnic origin
5. colour
6. religion
7. age
8. sex
9. conviction of an offense which has been pardoned
10. disability

The Act also prohibits harassment on all ten grounds. Harassment means being subjected to any unwelcome verbal or physical behavior that is related to the 10 grounds of discrimination (for example: racial insults or sexual abuse).

The Human Rights Act covers all behavior in the federal government, in the workplace, regarding the occupancy of accommodation (housing), area that provide services, goods and facilities.(for example: restaurants, stores and parks).

Each province has similar laws forbidding discrimination based on the areas that they control. (for example: housing, shops and provincial government programs).

The Ontario Human Rights Code follows the Canadian Act very closely. Specific to workplace interests, its intent is to promote equal employment opportunity. It states that employees must be considered equally and be allowed to compete equally for jobs which they are qualified for. It insures that employees be informed of duties and performance expectations and be given the opportunity to improve. It also guarantees that employees be free to file a complaint without fear of reprisal and that employees can work in an environment free from discrimination and harassment.

Activity Ten

Read the following questions about Human Rights issues and the experts' responses.

In these situations, discrimination is based on what grounds?

Example #1

Question: I keep getting passed over for a sales job I'd like, all because of my family status. I'm a working mother, you see, so my boss thinks I couldn't handle the travel this job calls for. In fact, my husband is perfectly willing to look after the kids if I have to be out of town for a few days at a time. I've told the boss that, but he's not listening. Deep down, he thinks a mother's place is at home - nowhere else. Can the Canadian Human Rights Commission help me?

1. Discrimination based on

____

____

Answer: It might be able to. If you made a discrimination complaint and the facts turned out to be just as you've told them, the Commisssion could take steps to get you a crack at the job. Employers are not allowed to base these decisions on mere guesswork about what people can or cannot do because of their family status or any other forbidden grounds of discrimination. People must be assessed on their own individual strengths. And their weakness too, of course. That would be the big question in the Commission's investigation of your complaint: Your family status aside, are you the best available person for the job? Your employer is entitled to pass you over in favour of someone who is better qualified. But if your qualifications are good enough, your family status is not an acceptable reason for holding you back.

Example #2

Question: Believe it or not, I was turned down for a job because I'm married. It's a short-term posting to an isolated spot in the far north, and they say they only hire singles. I know my wife couldn't come with me, but we'd only be apart for a few months. Wasn't that discrimination?

Answer: It looks that way. If you made a formal complaint, and the Canadian Human Rights Commission investigated, the employer might produce a good enough reason to justify the singles-only rule. But it is not easy to think what that might be. If the employer is simply leaping to conclusions about how all single people and all married people handle isolation, that is just plain prejudice. Under the Canadian Human Rights Act, you are entitled to be considered as an individual, not as a member of a group like "married people" you happen to belong to. If the employer did not have a good enough reason, the Commission's job would be to get compensation for you and to make sure the job applicants like you were considered on the basis of their own, individual characteristics.

2. Discrimination based on:

____

____

* from Canadian Human Rights Commission brochure on Discrimination, from Minister of Supply and Services,1986, cat. No. HR32-1/9-1986, ISBN 0-662-54776-4.

In the previous activity, you read examples of employment discrimination based on family status and marital status.

Activity Eleven

Refer back to page **210** where the 10 grounds on which discrimination is forbidden are listed.
Divide into groups of 2 or 3 people if possible.
Have each group **select one** of the 10 grounds described and **prepare a short oral presentation** explaining in greater detail the legislation in this area. Your talk should clarify what behavior is suitable or unsuitable according to Canadian or Ontario Human Rights legislation. You may give an example (either personal or otherwise) of an incident of discrimination in this area.
Your presentation should last about 10 minutes. **Leave time for questions** at the end of your presentation.

If you are working alone, do this in writing.

The addresses on the following page will help you get information on Canadian Human Rights Policy.

The Canadian Human Rights Commission publishes several booklets. These booklets explain how the Human Rights Act works. They describe the various discriminatory behavior that is forbidden and describe the steps of the complaint procedure.

These booklets are available to anyone who requests them. There is no cost. All the available brochures and publicationsare printed in the Human Rights Commission Publication Catalogue. You can write or telephone **toll free** to these offices.

National Capital
Canadian Human Rights Commisssion
915-270 Albert St.
Ottawa, Ontario, K1P 5W3
Telephone: (613) 996 0026

Ontario
623 55 St. Clair Avenue East
Toronto, Ontario, M4T 1M2
Telephone: (416) 966 5527

HAMILTON
119 King Street West
L8N 3Z9
Tel.: (416) 521-7736
1-800-263-6906

KENORA
808 Robertson Street
P9N 1X9
Tel.: (807) 468-3128
1-800-465-1104

KINGSTON
1055 Princess Street
K7L 1H3
Tel.: (613) 545-4340
1-800-267-0915

KITCHENER
824 King Street West
N2G 1G1
Tel.: (519) 744-8101
1-800-265-2468

LONDON
205 Oxford Street East
N6A 5G6
Tel.: (519) 439-3231
1-800-265-4707

MISSISSAUGA
2 Robert Speck Parkway
L4Z 1H8
Tel.: (416) 273-7811
1-800-268-2808

OTTAWA
2197 Riverside Drive
K1H 7X3
Tel.: (613) 523-7530
1-800-267-1916

SAULT STE. MARIE
390 Bay Street
P6A 1X2
Tel.: (705) 949-3331
1-800-461-7268

SCARBOROUGH
2500 Lawrence Avenue E
M1P 2R7
Tel.: (416) 750-3575
1-800-268-6585

ST. CATHARINES
205 King Street
L2R 3J5
Tel.: (416) 682-7261
1-800-263-7260

SUDBURY
199 Larch Street
P3E 5P9
Tel.: (705) 675-4455
1-800-461-4000

THUNDER BAY
435 James Street South
P7E 6E3
Tel.: (807) 475-1691
1-800-465-5016

TIMMINS
273 Third Avenue
P4N 1E2
Tel.: (705) 267-6231
1-800-461-4000

WINDSOR
500 Ouellette Avenue
N9A 1B3
Tel.: (519) 256-8278
1-800-265-5140

Ask for the Publication Catalogue and list of free brochures.

Harassment

"The Canadian Human Rights Act gives each of us equal opportunity to work and live without being hindered by discriminatory practices. It covers federal government departments, agencies and Crown corporations, and businesses and industries under federal jurisdiction, such as banks, airlines and railways."(Canadian Human Rights Commission, What is Harassment?" 1984.)

The Ontario Human Rights Code prohibits harassment. Harassment is a form of discrimination. It means being subjected to unwelcome verbal or physical conduct that is related to the 10 grounds of discrimination prohibited by law.

Some examples of harassment on the job are unwanted physical contact and insulting and offensive jokes in the workplace. Workplaces often have harassment policies and set procedures to follow to lodge complaints.

Activity Twelve

Within your college or workplace, contact the student association, union or personnel representative and request a copy of their policy on harassment. Read it and make notes on the following points.

Notes on Harassment Policy

A Types of Harassment

____

____

____

____

B Complaint or Grievance Process

____

____

____

____

continued

C For further information, who do you contact in your community"

Name	Address	Telephone Number

Activity Thirteen

You have looked at the issue of harassment in an instituion or workplace. Have you or someone you know ever been subject to harassment in the workplace?

In a paragraph, describe the situation using the following guide.

What happened?
Who did it happen to?
When did it happen?
Where did it happen?
How did it happen?
Why did it happen?

Given the information you have now, how would you deal with that situation?

Make and outline and rough draft. Have it checked by your instructor before making a final copy. (If you have access to a word processor, you will save time!)

Conclusion

This **Career Planning Unit** has led you through a comprehensive process. Deciding upon and planning for a career involves making some very important decisions. The outcome of the decisions and taking the actions that result will affect a large portion of your life. Job related decisions can determine your standard of living, your place of residence and your personal sense of satisfaction and well-being. The identification of your personal skills, needs and interests formed the basis for the decisions made in the subsequent sections. For these reasons, a great deal of time and effort was initially spent on the self-inquiry process outlined in the **Self-Assessment** section.

The **Employment / Education Investigation** section gave you the opportunity to research the jobs currently available in your community and to match them to your personal needs. In the Job Search section you practiced the actual skills required to successfully apply for a job. This important process was complex and took a lot of time and personal effort.

The **Job Retention** section discussed a variety of factors and behaviors essential to keeping your job. Lastly, you looked at some **Financial and Legal Considerations** that relate to work.

We hope it has been a valuable and interesting personal exploration for you. The workforce is a very dynamic and demanding place and you owe it to yourself to be as prepared for it as you possibly can. Perfecting your skills and meeting challenges is an ongoing, lifelong process.

Thematic Unit: Career Planning
Student's Signature________________
Instructor's Signature________________

ONTARIO BASIC SKILLS

TEACHER'S MANUAL

CAREER PLANNING

A THEMATIC UNIT FOR INTEGRATED CURRICULUM

ADVANCED LEVEL

Ministry of Education
September, 1990

ONTARIO BASIC SKILLS

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ADVANCED LEVEL

Prepared for the
Ministry of Education by:

Diana M. Lohnes

In co-operation with:
Marcia Anderson
Judy Bernstein
Ann Croll
Tamara Rudenko-Charalambij

Under the direction of:
Jamie E. Riddell, Director
College & Career Preparation
Department
Algonquin College, Ottawa, Ontario

Ministry of Education
September, 1990

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MESSAGE FOR THE USER

The Thematic Units for Integrated Curriculum are intended for the adult student registered full-time or part-time in the Ontario Basic Skills (OBS) program. The units are available for Basic, Intermediate and Advanced Levels, with Teacher's Manuals to accompany each respective booklet.

As an adult educator, you may question how the Thematic Unit will fit into the programming plans for class activities. The Thematic Unit may be offered as a complete mini-course (e.g. fifteen class hours), or it may be offered on a part-time basis (e.g. three hours a week for five weeks). Other practicitioners envision Thematic Unit study time scheduled for an hour each day of class or several times weekly. Of course, the examples given are intended to help you, the instructor, know what to expect.

The Thematic Unit must be relevant to the overall goals of the OBS program since it is to be integrated into the framework of the total curriculum. Classroom or teacher texts, modules, handouts and resources which have already been developed or purchased will still be needed. Because student mastery of core skills is an important objective of the OBS program, a variety of materials and methodologies must be available in a manner to parallel and complement the Thematic Unit. Parallel Skill Mastery Units and Thematic Units are both necessary to the student's achievement of personal needs and goals, and to the overall goals and aims of the Ontario Basic Skills Program.

OVERVIEW

Career Planning - A Thematic Unit for Integrated Curriculum

The overall objectives of the Thematic Unit for Career Planning are:

- To encourage students to define their personal employment needs and develop strategies for meeting those needs
- To increase the range of employment, and education/training options and choices available to the student
- To assist the student to apply academic knowledge and skills to successfully achieve his/her career objectives
- To encourage students to develop skills in solving concrete problems related to the field of employment

The Career Planning Thematic Unit consists of ~~five~~ six parts:

Introduction to Career Planning
Self Assessment for Employment
Employment/Education Investigation
Job Search
Financial and Legal Considerations
Employment Retention

Students can work right in the Student's Booklets, available for three levels: Basic, Intermediate, and Advanced. Each part of the Thematic Unit (at each level) is designed in such a manner that it can be completed independently. To ensure that the goals and objectives of the Career Planning Thematic Unit are met, students should do each of the five parts. Even so, you the teacher, in consultation with the student, may exempt the student from certain activities. Hopefully, the activities within the unit are appropriate for most of the Ontario Basic Skills students. The activities have been designed to have students apply skills rather than to teach academic skills that are to be mastered. The latter must be addressed by the Parallel Skills Mastery Units or other materials available in the classroom.

This manual has lists of **Extended Activities** for each part, providing you with suggestions for alternate ideas and activities to enrich the course. Always you may proceed with your own chosen activities to reach the unit objectives. The choice is yours, and your students'. The included **Resource List** of documents and resources can help you further, both professionally and personally.

The objectives of each part of the Career Planning Thematic Unit are outlined as:

Attitude Objectives
Knowledge Objectives
Skill Objectives:
  Reading
  Listening
  Writing
  Interpersonal Relations
  Computation
  Problem-Solving
  Computer
  Hands-On

The objectives are recorded in detail. Become familiar with them to ensure that student progress is monitored and achievement is recorded.

Each part also includes a list of **Materials Required to Complete the Unit** to help you plan. The Parallel Skills Mastery Units are probably in the classroom now, as well as other texts and supplies.

Finally, the **Notes to the Teacher** can provide more assistance. How you and your students use this Thematic Unit undoubtedly depends on a variety of factors. For example, what will happen if a student says, "I've done Career Planning before!" ? Focus on changes that have occurred since he/she last studied the subject:

Have employment opportunities in the community changed?
Have family responsibilities changed?
Has the student's health status changed?
Have financial needs changed?

Of course, the list continues. However, the objective is to have the students realize that Career Planning does not stop with the completion of a course or unit. Rather, it is part of a continuous process we can use to direct the outcome of our own future.

We can plan our employment and/or educational future. But, we need to be active participants in the process. Teacher, student, group... work together in this Thematic Unit to address the topic of **Career Planning**.

INTRODUCTION TO CAREER PLANNING

INTRODUCTION TO CAREER PLANNING

Activity One -	"Picture" Your Work
Activity Two -	Skills Survey

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An awareness of their own knowledge, experience and opinions in relation to the career planning process
- An appreciation of the need to follow through the range of career planning activities
- A curiosity about their role in the understanding of the career planning process

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Develop an understanding of the use of brainstorming as a technique to identify and share information
- Begin to develop a common subject-related language and vocabulary base to ensure understanding among group members and for personal use.
- Use a checklist to assess personal career-related skills

SKILL OBJECTIVES:

Students will be given opportunity to develop skill in:

READING

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Lists
- Charts
- Skimming and scanning magazines, documents, texts.
- To make decisions, to select

Speaking/Listening/Viewing:

- Interpret picture stories
- Brainstorming for ideas
- Speaking effectively in a group; reporting
- Supporting personal opinion or choice
- Vocabulary development
- Responding to questions

Writing:

- Complete sentences
- Vocabulary development
- Checking responses to listed information
- Charting information

Interpersonal Relations:

- Self-assessment of job search skills and knowledge
- Self-disclosure
- Participating in small groups (2-4)
- Interacting with self, with others
- Developing or practicing self-assertiveness skills to express and support personal opinion or choice
- Developing trust

Computation

- Counting answers to questions listed on a survey
- Spatial arrangement of smaller objects, pictures on a large area or page

Problem Solving

- Reviewing information from completed surveys, for personal assessment
- Collecting and evaluating listed information for personal application
- Interpreting charts for personal application
- Drawing conclusions

Computer

Hands On

- Using writing tools to complete lists, word puzzles, surveys, note-taking exercises
- Arranging a collection of selected pictures, words and or phrases, in art form, to express an idea or feeling
- Using scissors (optional), folding and tearing paper

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual:** **OBS Integrated Curriculum Career Planning Unit, Advanced Level**

  Student Booklets: Section on Introduction to Career Planning, Advanced Level
- Writing tools (pens, pencils)
- Paper 18" X 24" (or smaller)
- Tape or glue
- Scissors (optional)
- At least one magazine for each participant
- Flip chart, paper and felt pen (if students work in groups), masking tape
- Additional handouts for survey as outlined in Activity Two, (if needed)
- Additional handouts for practise of employment - related vocabulary (if needed).

NOTES TO THE TEACHER:

The **Introduction to Career Planning** section is designed to be completed independently or as a class. Activities have been chosen to solicit the student's own valuable resource of information. Some will be ready to share right away while others may be more hesitant, less confident. In any event, it is important to focus on the attitudes objectives right away since the Career Planning Thematic Unit engages both learners and teacher in an interesting and valuable process to prepare for the challenges of the modern workplace.

Be ready to discuss changes to the workplace that the individual may confront. Most importantly, the learners need to identify and select careers which reflect the employment trends in their regions. Otherwise they must be prepared to relocate.

The chart on page 1 of this section displays what to expect in the coming sections of the Career Planning Thematic Unit. The overview provides the opportunity to stress the need for searching, selecting and planning for meaningful careers.

The pre-summary exercise is an activity to direct the student, the teacher and the class toward a common goal. Discuss answers individually or in a group. This is the opportunity to have students appreciate the need to follow through the complete range of career planning activities so that their search will be valuable and meaningful.

Finally, participants are directed to continue to the next section: **Self-Assessment for Employment.**

Extended Activities:

- Statististics Canada provides valuable data that allows us to predict labour trends Collect reports, documents etc. to research this topic. Make oral presentations using graphs, charts etc. to support your main idea.

- Read biographies etc. about successful workers (e.g. Iacocca. Focus on characteristics and actions of the individual that were factors affecting his/her attainment of success in a changing workplace.

- Discuss the variety of responses to the Communication Skills survey (Activity Two), that will lead to self-disclosure and development of trust.

- Use case studies or have students relate personal stories to explain the statement "The modern workplace will need to utilize the best resources of each employee both as a worker and as a human being.

- View and discuss the National Film Board film **Out of a Job** (1-0186_055), 28 min., 44 sec. 1986. Also available on video: Family Crisis, Part 2.

- Review reports, documents in local libraries or government offices to clarify and explain such statements as:

  "Our modern economy is driven by a rapidly changing, evolving technology."
  "Changes in technology affect the very nature of the work to be done.

RESOURCES

CAREER PLANNING, University and College Placement Association, 1209 King St. W., Toronto, Ontario M6K 1G2, 1985/86.

Farr, J.M., Gaither R. and Pickrell, R.M., **THE WORK BOOK - GETTING THE JOB YOU WANT**, **Fourth Edition,** Glencoe Publishing Company, a division of MacMillan, Inc. 1987.

PLACE - GUIDED STEPS TO EMPLOYMENT READINESS, Canadian Employment and Immigration Commission and the Canadian Government Publishing Centre, Publ., Ottawa, Ontario, 1984.

SO YOU LEFT SCHOOL, WHAT NOW?, Career Information Services Branch, Alberta Career Development and Employment Office, 201 Sun Bldg., 10363-108 Street., Edmonton Alberta, T5J 1L8, 1986.

STATISTICS CANADA CATALOGUE, 1990, Minister of Industry, Science and Technology, Statistics Canada, Library Services Division, Ottawa, Ontario, August, 1990.

NOTES

PART ONE: SELF-ASSESSMENT FOR EMPLOYMENT

PART ONE: SELF-ASSESSMENT FOR EMPLOYMENT

Activity One:	Skills Inquiry
Activity Two:	Skills Identification
Activity Three:	Workplace Skills
Activity Four:	Values Identification
Activity Five:	Working Conditions
Activity Six:	Salary Requirements
Activity Seven:	Estimating Salary Needs
Activity Eight:	Work Interests
Activity Nine:	Self-Assessment
Activity Ten:	The Dream Job

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An appreciation for the need to participate in self-assessment activities and exercises
- An awareness of their own knowledge, experiences and opinions in relation to employment needs and plans
- An appreciation of the knowledge, experiences and opinions of their peers
- A committment to participate in their own employment future
- A curiosity about their employment and education options

- Confidence in their ability to make employment - related decisions.

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Develop an understanding of attitudes, values and interests in relation to employment and to their personal occupational profiles
- Compile data from self-assessment activities to begin to develop their personal employment profiles
- Have an awareness of their personal financial requirements in relation to employment options and choices

SKILLS OBJECTIVES:

Students will be given opportunities to develop skills in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Evaluating information for personal use
- Information listed alphabetically
- Diagrams, charts, lists

Speaking/Listening/Viewing:

- Interpreting lists, charts, diagrams
- Brainstorming for ideas
- Answering questions
- Asking questions
- Effective listening skills practice
- Speaking effectively in a group; reporting
- Vocabulary development and practice

Writing:

- Completing sentences
- Listing information
- Vocabulary development
- Completing surveys
- To complete lists
- To summarize information
- Charting information
- Notemaking
- Paragraphs, multiparagraphs

Interpersonal Relations:

- Participating in small groups
- Interacting with others (one-on-one, etc.)
- Providing and accepting feedback
- Practising independent work behaviours
- Assessing own abilities, knowledge
- Assessing own work interests
- Assessing working conditions for own needs
- Following directions, instructions

- Identifying factors of personal financial importance in relation to employment
- Self-disclosure
- Trust development
- Self-confidence

Computation:

- Add whole numbers
- Estimate monthly expenses for established criteria
- Add a column of money values
- Complete a personal monthly budget
- Determine a yearly salary needed to pay personal monthly expenses
- Multiply money values by 25%

Problem Solving:

- Brainstorming for ideas, information
- Gathering information
- Evaluating listed information for personal application
- Interpreting charts, lists and graphs for personal application
- Drawing conclusions, summarizing

Computer:

- Interpreting information from software assessment programs when appropriate

Hands On:

- Using a calculator to add whole numbers
- Using a calculator to add money values
- Using a calculator to multiply money values by 25%

- Using writing tools to complete lists, word puzzles,charts, sentences
- Using the computer to acess software assessment programs and data banks

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual:** **OBS Integrated Curriculum, Career Planning Unit, Advanced Level**
  Student Booklets: Part One: Self-Assessment for Employment, Advanced Level
- Writing tools (pens, pencils), paper
- Flip chart, paper, felt pens, masking tape
- Additional handouts for Activities Six and Seven, to calculate total monthly expenses, annual expenses, and minimum annual salary requirement
- Additional handouts for employment - related vocabulary practice (if needed)
- **Parallel Skills Mastery Units:**
  - Adding money values
  - Estimating budget items
  - Multiplying money values by 25%
  - Paragraph writing (topic, main idea, support sentences, concluding sentences)
  - Multiparagraph Writing

NOTES TO THE TEACHER:

This section on Self-Assessment for Employment has only eight activities. However, they are packed with a variety of skills that can range from the simple to the complex! How much "in depth" assessment is needed can be determined in consultation and co-operation with the learner. Note that Parallel Skills Mastery Units for both computation and communication may be necesssary. Use your college and community resources to identify useful alternate or complementary assessment tools and activities. Most importantly, students need the opportunity to gain confidence to realize the value of the many skills and interests which they have brought to the classroom. These skills and interests are also important in the world of employment. Selected activities must be viable. Take this opportunity to use your creative skills and teaching experiences to ensure that student interest and motivation are maintained.

This is also the first chance for the student to focus on the financial requirements for his/her employment needs. Will work values and conditions need to be adjusted so that personal financial responsibilities can be met? Will this be long term or short term? Be ready to address the issue or to have professional support backup (e.g. college counsellor) that will.

The student begins to develop a personal profile of information that will be valuable in the job search process. His/her profile will become a necessary document to be used throughout the coming units that will help the student help himself/herself. Make certain that adequate facilities are available to allow organized completion of the personal profile materials.

Knowledge about such topics as "Assessment" and the "Labour Market" will be needed more and more by educators in the OBS program. We recommend that you continue to develop your professional expertise in these areas and others. Assess resources in your libraries and professional associations to achieve your objectives. In addition, you may find the **Resource Lists** and **Suggested Readings** in this manual useful.

Extended Activities:

- Search college and community library resources for biographies of known businessmen, politicians, entertainers, authors, artists, etc. (Have students complete book reportsto complete Communication objectives, too). Skim and scan the biographies to make notes of the variety of skills each person displayed at their jobs, volunteer activities, hobbies.

- Watch films (like Citizen Kane or Amadeus) to list work skills (good or bad!) that the individuals portrayed in the film. Use group discussion to have students apply the information to their own work profile.

- Watch pretaped videos of structured activities to focus on the need for affective speaking and listening skills. Tape the group dynamics of Activity Four for playback. Have students give and receive feedback about their own skill use.

- In relation to career decisions, values identification (and priorization) is important . To ensure that this is focused upon adequately, you may choose to conduct your own selected Life Skills activities at this time.

- Invite a guest speaker from the college or community to talk about monthly expenses, annual expenses. (finance officers; financial consultants, real estate brokers, treasurers of organization).

- Work can be categorized into five areas (See Activity Eight). Ask groups of students to create "Work Collages" to reflect/display a variety of jobs for each area. The five groups of students should be comprised of those who indicate shared interest in a particular category. Through class discussion, relate this activity to the Work Collage (Activity One) completed in the **Introduction to Career Planning** section of this unit.

- Complete a selected educational and vocational planning survey like:

  The Self Directed Search Form E - For Educational and Vocational Planning,
  (John Holland, Ph. D.) available from the Guidance Centre,- OISE Press,The Ontario Institute for Studies Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.

Use additional activities like this to help students discover more ideas about their own future work options.

RESOURCES

Holland, John L. Ph. D., **THE SELF DIRECTED SEARCH FORM E - FOR EDUCATIONAL AND VOCATIONAL PLANNING** and **THE JOBS FINDER**, Guidance Center, OISE Press, 252 Bloor Street,West, Toronto, Ontario, M5S 1V6, 1986

JOBS FOR YOUR FUTURE, Vol. 4, No. 1, **BRIDGING THE GAP,** publ.,155 College St., Toronto, Ontario, M5T 1P6, Nov. 1988

OVERCOMING EMPLOYMENT BARRIERS, Guidance Centre, University of Toronto and Canada Employment Immigration Commission, publ., Toronto, Ontario 1985

THE CANADIAN WORK PREFERENCE INVENTORY, MultiHealth Systems, 95 Thorncliffe Park Drive, Suite 100, Toronto,Ontario, M4H 1L7

YOU'RE AHEAD WITH A GOOD ATTITUDE, Alberta Manpower Education, Career Services Branch, Edmonton, Alberta, 1983

NOTES

PART TWO: EMPLOYMENT/EDUCATION INVESTIGATION

ADVANCED LEVEL

PART TWO: EMPLOYMENT/EDUCATION INVESTIGATION

Activity One: Zeroing in on Job Interests
Activity Two: Using the Canadian Classification and Dictionary of Occupations
Activity Three: Choosing Occupations
Activity Four: Applying Values to Job Choices
Activity Five: Investigating the Job Market
Activity Six: Employment Trends
Activity Seven: Career Options
Activity Eight: Database Information
Activity Nine: Job Shadowing
Activity Ten: Reporting Observations
Activity Eleven: Graduate Placement Reports
Activity Twelve: Education Investigation
Activity Thirteen: Apprenticeship Programs

Part A Occupation/Career Plan
Part B Employment Investigation Summary
Part C Education/Training Plan

Activity Fourteen: Making an Oral Presentation
Self Evaluation

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- A curiosity about their employment/training options
- Confidence in their ability to develop realistic employment/educational goals
- An awareness of their local employment environment and opportunities
- A questionning attitude towards their personal employment options
- An awareness of the accreditation/certification requirements for selected occupations and careers
- A positve attitude towards the need for flexibility and change
- An appreciation for the process to investigate employment/education options

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Research selected careers and related educational requirements
- Determine the employment/educational path that best meets their own needs and requirements

- Structure or revise a plan to achieve their employment goals, and included educational plans when appropriate
- Continue the development of their personal employment profiles
- Compare their personal employment profile to the realistic employment/education options available to them, and make appropriate adjustments

SKILLS OBJECTIVES:

Students will be given opportunities to develop skill in:

Reading:

- To follow directions, instructions
- For information, investigation
- Drawing conclusions
- Making inferences
- For verification
- To evaluate
- Skimming/scanning
- Vocabulary development
- Brochures, pamphlets
- Directories, dictionaries

Speaking/Listening/Viewing:

- Interpreting lists
- Job-shadowing
- Watching videos, films (if appropriate)
- Vocabulary development

- Answering questions
- Asking questions
- Making an oral presentation

Writing:

- Complete sentences
- Complete forms
- Vocabulary development
- To complete surveys
- List information
- Summarizing information
- Answering questions
- Writing names, addresses, telephone numbers
- Categorizing information in relation to employment/education plans
- To follow directions, instructions

Interpersonal Relations:

- Participating in small groups
- Interacting with others (one-on-one, etc.), and self
- Providing feedback
- Accepting feedback
- Assessing personal experiences in relation to job tasks
- Identifying personal preferences in relation to the job environment
- Self-disclosure
- Following directions, instructions
- Identifying factors of personal financial importance in relation to employment
- Practising independent work behaviours
- Choosing to take risks
- Hosting guest speaker session

Computation:

- Locating information from spreadsheets

Problem Solving:

- Brainstorming for ideas, information
- Evaluating information for personal application
- Interpreting information for personal use
- Identifying options for valid employment/education plan
- Evaluating options and revising if necessary
- Summarizing information in a paragraph, report, or presentation
- Drawing conclusions
- Completing charts, lists, forms, surveys
- Developing an employment profile:
    - Part A: Occupation/Career Plan
    - Part B: Employment Investigation Summary
    - Part C: Education/Training Plan, if appropriate

Computer:

- Applying computer skills to access information about education options (optional)
- Applying computer skills to access information about occupations/career options (optional)
- Deciphering information from a database, spreadsheets

Hands On:

- Library skills
- Work-site skills
- Using telephone book and yellow pages

- Using a classification system to collect information
- Telephone skills
- Using a calculator
- Using writing tools to complete lists, charts, forms, sentences
- Using the computer to complete research activities

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual:** **OBS Integrated Curriculum, Career Planning Unit, Advanced Level**
- **Student Booklets: Part Two - Employment/ Investigation, Advanced Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pens (if students work in groups), masking tape
- Copy of map of geographic area where student is located (town, city, region) (street map!)
- Copy of map of Ontario
- Copy of map of Canada
- Copy of local telephone book and yellow pages
- Extra copies of forms:
  - **Part A Occupation/Career Plan**
  - **Part B Occupation/Career Plan**
  - **Part C Education/Training Plan**
- Copies/samples of brochures, ads in reference to education/training programs
- Copies/samples of newspaper inserts in reference to education/training programs
- Copies of **Jobs for Your Future** (CEIC reference)
- Copy of local community college calendar, university calendars, etc.
- Overhead projector (if wanted)

- **Parallel Skills Mastery Units**:
  - -Writing Summaries and Reports
  - -Writing Paragraphs
  - -Critical Reading
  - -Using the Library
  - -Reading the Newspaper
  - -Dictionary Skills
  - -Locating information (database, spreadsheets)

NOTES TO THE TEACHER:

This section has been designed to ensure that little discrepancy exists between the student's occupation/career plan and the reality of the employment environment which he/she will be joining. Not all the information is provided for everyone's complete employment and educational investigation. However, samples and exerts from the CCDO, newspapers, job charts, and other publications are available within the unit. Activities have been designed to give the students a variety of opportunities to collect information and to evaluate the data as it relates to their personal needs or use. Some students may have difficulty finding information in the columns and on the lines of databases. Others may need to take special care to complete forms carefully - penmanship does count! Furthermore, others may need to be flexible, to change their plans.

Your valuable role as an academic and career advisor will be important to ensure that the students' curiosity and sense of adventure are heightened with respect to their personal investigations. Each occupation/career plan that is developed must be realistic and useful. So, your own knowledge of employment patterns or opportunities in Ontario and Canada will be valuable.

Tap into the resources within your department. Utilize the college and community resources and businesses to help you provide reliable, valuable, up-to-date information. The job market is continually changing so you must work to keep informed.

A review of the activities designed for this section will indicate that the student is being led to apply more independent work behaviours than previously. Some advanced writing and reading skills are expected. Keep checking that the student is being challenged at an appropriate academic level and with the best activities.suitable to his/her learning style. If necessary review topics such as values identification, newspaper skills, reading charts, etc. (Use Parallel Skills Mastery Units). Take the time now!

The student should expect to formalize his/her career plans on three forms, printed at the end of the section. These will become important components of each individual's employment profile. Part A: Occupation/Career Plan is designed to help the student outline known information (naming past employers, addresses and telephone numbers) so that it can be used in the next section - Job Search. Part B: Employment Investigation Summary will record the results of a variety of search activities: job shadowing, listening to guest speakers, review of printed data. Students focus on their personal degree of readiness to enter specific occupations and conduct a job search. Each must rationalize his/her own selected occupation in an objective, informed manner. More training to get the job may be necessary. So Part C: Education/Training Plan is designed to provide an outline or guide to follow. Course description, availability, length, start-finish date and cost are clarified to create a valuable plan.

The Self-Evaluation Activity is another step in the process of employment/education investigation. Even so, the student may still be unsure of a career choice. Thus, the process must be repeated....as many times as necessary! The decision each student makes is too important to be rushed or left to chance. Taking time to investigate and to decide is vital. As a teacher and advisor, you will be a valuable resource person to ensure that each student develops a plan which best meets his/her needs in relation to the job market today.

Finally, the student is prepared to begin the challenges of the next stage of Career Planning - **Job Search**

Extended Activities:

- Search the resource centre files and catalogues to identify appropriate films on a variety of occupations in which students express an interest. Discuss the films with respect to occupation duties, environmental conditions, worker functions etc. as outlined in the CCDO sample provided in this section.

- Students can summarize their work preferences or occupations preferences orally (Activity One). Make certain each speaker has an outline to follow so that the reports will focus on agreed items (e.g. vocational/ educational preparation, duties, work hours/schedule).

- Students can brainstorm lists of occupations that are closest to their interests and backgrounds. Individuals can use the lists to identify and rate those they would like to investigate. Use the flipchart sheets to provide large class displays of the brainstorm sessions.

- Invite the College Placement Officer or an Advisory Board member, etc. to present a talk about job trends (Activity Five). Tape the presentation for future reference or for students who were not in attendance. Ask students to take notes and then apply the information to their own career plan/choice.

- How has the job market changed?
  Design a composite chart that outlines the employment occupation of student's grand-parents, parents and selves. In a dotted or shaded area, predict the occupations for the students of the class. (Expect discussion, disclosure and dreaming for this activity!)

- Compare and contrast the information on job market trends as written in two or three essays, articles. Use local or college library facilities for up-to-date resources.

- Establish a schedule to invite a variety of speakers from local career centres, programs, departments. Information sessions about courses or programs can be attended by neighboring students from other classes too. Make certain the sessions are announced well in advance to allow adequate management of class time and facilities. This will also ensure attendance of participants.

- Apprenticeship programs may be options for more students because of the special initiatives introduced by the Ontario government. Do a "crash learning session" . Divide students into small groups (2-4). Set them on a treasure hunt to find out how much information can be collected within 72 hours. The groups can then display and report their information to each other.

- Set up a resource file or centre to display and keep the information collected by students. This can be shared with future course participants and updated periodically.

RESOURCES

Anisef, Paul and Barchmann, Etta, **WHAT JOBS PAY, THE COMPLETE GUIDE TO CAREERS AND SALARIES IN CANADA**, Hurting Press, Edmonton, Alberta, 1984

Bolles Richard N, **WHAT COLOUR IS YOUR PARACHUTE? A PRACTICAL MANUAL FOR JOB HUNTERS AND CAREER CHANGES**, Ten Speed Press,Berkley, California, 1990

Farr, M.J., Gaither, R. and Pickrell, R.M., **The Work Book - Getting the Job You Want, Fourth Edition,** Glencoe/McGraw-Hill , a MacMillan/McGraw - Hill Company, Mission Hills, California, 1987

JOB SEARCH and **CAREER SELECTOR** Ontario Women's Directorate, 4th floor, Mowat Block, 900 Bay Street, Toronto, Ontario, M7A 1L2, Sept. 1985

Lanthrop, Richar, **Who's Hiring Who?**, Ten Speed Press Berkley, California: 1977

NOTES

PART THREE: JOB SEARCH

ADVANCED LEVEL

PART THREE: JOB SEARCH

Activity One:	Starting Your Job Search
Activity Two:	Classified Ads/Want Ads
Activity Three:	Types of Ads
Activity Four:	Responding to Ads
Activity Five:	Matching the Ad to Your Skills
Activity Six:	Analyzing the Job Market
Activity Seven:	Researching the Job Market
Activity Eight:	Drawing Conclusions
Activity Nine:	Summary
Activity Ten:	Developing Your Network of Employees
Activity Eleven:	Telephone Script
Activity Twelve:	Handling Difficult Questions
Activity Thirteen:	Knowing Your Rights
Activity Fourteen:	Completing the Application Form
Activity Fifteen:	Optional or Voluntary Information
Activity Sixteen:	The Response of Covering Letters
Activity Seventeen:	Analyzing a Covering Letter
Activity Eighteen:	Resume Quiz
Activity Nineteen:	Prepare to Write Your Resume
Activity Twenty:	Resume Checklist
Activity Twenty-one:	Preparing for the Interview
Activity Twenty-two:	Developing Potential Questions
Activity Twenty-three:	Dealing with Rejection
Activity Twenty-four:	Improving Your Interview Skills

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An appreciation for the use of appropriate job search skills
- An awareness of the need to participate and experience job search strategies
- An awareness of employment opportunities that correlate to labour market trends and needs
- A self-image that reflects confidence, competence and intiative in relation to job search
- A committment toward their individual Occupation/Career Plan, and Education/Training Plan if appropriate.

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Understand and conduct effective and appropriate job search strategies
- Plan and prepare for a job search as it relates to their individual Occupation/Career Plan
- Project a positive, confident self-image in relation to job search strategies.

SKILLS OBJECTIVES:

Students will be given opportunities to develop skill in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Lists, indexes
- Forms, charts
- Want ads, Classified ads
- Locating information
- Articles, letters, resumes
- To evaluate own performance
- To categorize information

Speaking/Listening/Viewing:

- Brainstorming for ideas
- Answering questions
- Asking questions
- Effective listening skills practice
- Speaking effectively in a group; reporting
- Effective telephone techniques, skills
- Critical viewing (films, videos, role plays)
- Role-playing (optional)
- Effective interview techniques, skills
- Using charts
- Vocabulary development

Writing:

- To complete lists, charts
- To list information
- To complete sentences
- Vocabulary development
- Write names, addresses, telephone numbers
- Answer questions
- Categorizing information
- To develop a questionnaire
- Notetaking, record-keeping
- Summary paragraph
- Telephone script
- To complete application forms
- Resumes: chronological and functional
- To evaluate own performance

Interpersonal Relations:

- Participating in small groups
- Interacting with others (one-on-one, etc.)
- Providing feedback
- Accepting feedback
- Evaluating performance
- Following directions
- Identifying and practising appropriate job search/employment skills and behaviours
- Self-disclosure
- Self-confidence
- Trust development
- Choosing to take risks
- Practising independent work behaviours
- Dealing with rejection
- Dealing with success

Computation:

- Identifying proper use of margins and layout for resume writing
- Identifying proper spatial arrangement for letter writing
- Using maps, directories

Problem Solving:

- Brainstorming for ideas, information
- Evaluating information for personal application
- Interpreting information on forms
- Identifying options and solutions for effective job search
- Evaluating solutions and revising if necessary
- Drawing conclusions
- Stating the problem
- Collecting information, resources
- Monitoring information and results

Computer:

- Applying computer awareness skills to input resume and revise if necessary
- Applying computer awareness skills to write letters, to record activities, paragraph writing, etc.

Hands-On:

- Using writing tools to complete lists, charts, forms, sentences, letters, resumes, notemaking
- Using the computer to write resume (optional)
- Using video equipment to video-tape interview role-play session
- Using film equipment to view chosen films (extended activity)

- Using maps to locate streets, towns, cities, etc.
- Using telephone book and directories
- Using the telephone

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS Integrated Curriculum, Career Planning Unit, Advanced Level**
  Student Booklets: Part Three - Job Search, Advanced Level
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pens (if students work in groups), masking tape
- Copy of local or community newspaper
- Sample copies of "Application for Employment" forms
- Copy of local telephone book and yellow pages
- Access to the telephone
- Copy of map of geographic area where student is located (town, city, region) (street map!)
- Video equipment to tape interview practices (if desired), and video tapes
- Overhead projector (optional)

- Parallel Skills Mastery Units:
  - Completing Forms
  - Punctuation
  - Resume Writing (Chronological, Functional)
  - Telephone Techniques
  - Letter Writing
  - Know Your Rights (optional)
  - Paragraph Writing
  - Notetaking

NOTES TO THE TEACHER

Probably both you and the students are only too happy to have reached this stage of the career planning process! Throughout this section on **Job Search**, much opportunity is provided to **teach**, to **learn** and to **practise**. The student will be rewarded for putting skills into practice when they succeed in securing employment.

Your own personal resource file may be quite full. (But, keep adding to it!) . Consequently you may be able to access additional teaching materials and activities in reference to **Job Search**. Great! Colleagues, team members, college, agencies and community can help too. This section of the career planning process is lengthy but very important. The students' level of motivation needs to be maintained. Access to a variety of resources and materials can be particularly beneficial to students with different learning styles. Be aware of this when selecting the best activities to meet individual or group expectations and needs.

The job search action plan begins with activities that have students realize people (contacts) are the best source to finding a job opening . Newspaper ads or Want Ads will identify the skills and duties demanded by the employer. Since students must identify their own skills, refer each to the results of their own self-assessments as completed in **Part One: Self-Assessment**, of this Career

Planning Unit. Draw attention to the correlation between the student's skills and the skills posted in the Want Ads. Perhaps more training or education is needed. In this case, refer to activities in Part Two: Employment/Education Investigation, to identify the best plan to follow next.

Be prepared to teach the skills of completing application forms, making telephone contacts, writing covering letters and resumes, interview behaviours. Practice makes perfect so this is the time to set up the video equipment, the feedback exercises, the tape recorders. Skills will improve each time they are put to the test. To ensure and build student/class confidence, use all the creativity and expertise you can draw upon as an educator. This is your chance to provide options and opportunities so that the students will develop the skills to survive independently during the REAL job interview. (Actual interviews make perfect practice!) A "No" response from one interviewer could become a "Yes" response from the next one. Be ready to provide encouragement and advise to the risk takers. The important skills they are using can be applied to situations throughout life!

Don't skim over the next phase after the interview - evaluating performance. Encourage students to take notes about what happened. Objective assessment of performance can lead to self-improvement.

Finally, the job search process will focus on follow-up procedures: keeping in touch with employers, dealing with job offers, closing the job search campaign. The chosen activity or method must suit the student's ability and the demand of the situation.

Take this opportunity to review the interdependence of the related parts: self-assessment, investigation and job search. This will help to introduce and direct everyone to the next topic: **Employment Retention.**

Extended Activities:

- Send students on a community hunt to collect as many varieties of application forms as they can, within a set time. (Collect two copies if possible and put one in your "Application Forms" file for future reference). As a group, compare the diversity of the styles. Note that although the wording and spacing varies, expected responses are similar. Concise, accurate answers must be known before they are written. (**Refer to Part A: Occupation/Career Plan**, from the previous section of this unit, which can be helpful to the student).

- Making telephone contacts is difficult for most people. Smart employers are always interested and willing to meet people with skills the employers need to run their businesses or organizations. You will hear the word "No" more than "Yes", since it takes about ten to fifteen calls to get one one interview. Keep dialing! Make ten phone calls an hour. At that rate you can often get two interviews in just a few hours. Do this every day; you could have ten interviews a week (forty a month). If you get this many interviews, you will find employment very quickly

- Different studies have shown that most employees have three major expectations:

  Appearance: Do you look the right person for the job?
  Dependability: Can you be counted on to do the job?
  Skills: What can you do?

  In groups or individually, have students express their response to these statements to evaluate their own standing with relation to successfully meeting their primary employment objectives.

  Resource: Farr, M.J., Gaither R. and Pickrell R.M., The Work Book - Getting the Job You Want, Fourth Edition, Glencoe/McGraw-Hill a MacMillan/McGraw-Hill Company, Mission Hills, California, 1987
  ISBN 0-02-668450-0

- Resumes must accurately reflect your background, skills, and potential. "Proof by example" is a phrase to remember since the major purpose of the resume is to convince the employer to give you an interview:
  a) Write two statements about your interests and hobbies. Explain how each connects to your employment objective.
  b) Think of two successes or achievements that might indicate how you are better qualified than other candidates. Explain how each connects to the employer's expectations.

c) List ten of your skills (transferrable and self-management) that match well with the type of skills needed for the type of employment you've selected. Be prepared to give examples of specific situations when you have demonstrated that skill! Explain how each skill connnects with the employment you want. Use this information to organize and develop your own resume.

- In a large group (up to 20) discuss the interview process itself. Focus on preparing for the interview, participating in the interview and evaluating the interview. Provide (four) sample interview questions. The group members can brainstorm to determine points to consider when preparing their own answers. Ask the individuals to write their respective answers and hand in the assignment two days later.

Resource: PLACE - Guided Steps to Employment Readiness, Sourcebook on the World of Work, Part C, Getting the Job, Minister of Supply and Services Canada 1984, ISBN 0-7713-0157-X, Government catalogue number MP-122/3-1984E.

- Role-playing is a popular activity for any "job search" class. Use this technique to have students practise interview skills and telephone skills so that they can prepare for the next step of the process. If time permits (and equipment!), video tape the sessions for further evaluation of skills.

RESOURCES

A GUIDE TO SCREENING AND SELECTION IN EMPLOYMENT, the Canadian Human Rights Commission, Minister of Supply and Services, Ottawa, Ontario, 1985

Bolles, Richard N., **WHAT COLOUR IS YOUR PARACHUTE? A PRACTICAL MANUAL FOR JOB HUNTERS AND CAREER CHANGES**, Ten Speed Press, Berkley, California, 1990

CREATIVE JOB SEARCH TECHNIQUES ARE! Employment and Immigration Canada, Minister of Supply and Services Canada, 1982

Medley, Anthony H.,**SWEATY PALMS: THE NEGLECTED ART OF BEING INTERVIEWED**,Ten Speed Press, Berkley, California, 1984

NOTES

PART FOUR: EMPLOYMENT RETENTION

PART FOUR: EMPLOYMENT RETENTION

Activity One:	Brainstorming
Activity Two:	The ABC's of Keeping Your Job
Activity Three:	Personal Workplace Skills
Activity Four:	Role Playing Situations
Activity Five:	Problem Solving Strategy
Activity Six:	Decision Making
Activity Seven:	Personnel Decisions
Activity Eight:	Labor Market Trends
Activity Nine:	Assessing Your Stress Level
Activity Ten:	Dealing with YOUR Stress
Summary	

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An awareness of the need for flexibility and adaptability in the employment market of today

- An appreciation for the benefits of co-operation and interpersonal relations in the workplace

- An awareness of the attitudes, skills and behaviours which are required for the maintenance and upgrading of employment

KNOWLEDGE OBJECTIVES

Students will be expected to:

- Identify factors that affect the individual's satisfaction with a particular job
- Identify the characteristics and behaviours expected of a successful employee
- Have the necessary knowledge to be able to interact successfully in a selected work environment

SKILL OBJECTIVES:

Students will be given opportunity to develop skill in:

Reading:

- Instructions, directions
- Charts, forms, models
- For information
- Articles
- Vocabulary development
- Problems, case studies
- Graphs, lists

Speaking/Listening/Viewing:

- Supporting personal opinion
- Vocabulary development
- Answering questions
- To support and explain chosen solutions to problems

- To identify skills valued by employers

Writing:

- Vocabulary development
- Checking responses to listed information
- Sentences
- Short paragraphs
- Lists
- To support chosen solutions to problems
- Answering questions
- To complete charts, forms

Interpersonal Relations:

- Assessing and rating work-related behaviours and characteristics of others
- Supporting personal opinion in matters that relate to employment
- Rating one's own work-related behaviours and characteristics
- Participating in small groups
- Interacting with others (one-on-one), etc.)
- Providing feedback
- Accepting feedback
- Self-disclosure
- Trust development
- Practising independent work behaviours
- Participating in role play situations
- Evaluating and assessing results
- Practising independent work behaviours

Computation:

- Totalling scores to assess stress level

Problem Solving:

- Drawing conclusions; making decisions
- Given a variety of work-related problems, to select one of several provided solutions
- Applying appropriate knowledge of the employment environment to support and explain the choice of solution to a given problem
- Applying learned or acquired knowledge to solve work-related problems
- Interpreting charts, forms for personal application and use
- Evaluating the results of the problem solving activity

Computer:

- Applying computer awareness skills to acquire appropriate and related information (optional)

Hands On:

- Using writing tools to complete lists, charts, forms,
- Using charts and articles to identify desirable work-related personality traits and behaviours
- Using surveys and case studies to assess employment performance and stress level
- Using video equipment, recording equipment (optional)

MATERIALS REQUIRED TO COMPLETE THIS UNIT:

- **Teacher's Manual: OBS Integrated Curriculum Career Planning Unit, Advanced Level**
- **Student Booklets: Section on Introduction to Career Planning, Advanced Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pen (if students work in groups), masking tape
- If desired, poster-size lists of proven employment skills, characteristics and behaviours wanted by employers
- Cassette player, microphone and tape (optional)
- Video equipment and tapes (optional)

- **Parallel Skills Mastery Units**:
  - -Paragraph Writing
  - -Essay Writing (extended activity)
  - -Critical Reading
  - -Notetaking

NOTES TO THE TEACHER

This section on **Employment Retention** is devoted to making the student aware that interpersonal skills, communication skills and the need for adaptability and flexibility are factors that affect employment maintenance. We know that the workforce pool is shrinking. We know that employers are obliged to retain, transfer and promote from within their own businesses. Interpersonal skills and teamwork will be needed by employees. Consequently, the activities in this section allow these skills and others to be utilized and practised. Following directions, accepting and giving feedback, decision-making, critical thinking are valued work skills also practised and applied throughout the section.

The Problem-Solving Model is displayed to help students make rational decisions and evaluate the results. Take time to allow each participant the opportunity to clearly understand the steps to problem-solving. Many will be learning to master a new way of dealing with conflict or stress on the job. All will be explaining various skills and issues that directly affect successful job retention. Acitivity Eight is used as a follow-up to the reading exercise. It can also be used as a pre-survey or post-test to the unit. The questions are challenging! You may need to provide additional classroom resources to help students predict future employment trends in an informed manner.

Finally the students focus on stress and burn out - symptoms and solutions. (Should this have been presented earlier in the unit?) Since employees are continually called upon to assume more responsibilities and duties on the job, both stress and burn out are important to identify before they become problematic for the employee. Of course, stress may be the result of low wages/finances or it may be the consequence of harrassment on the job. What options are available then? For the answers to these and other probelms, direct the learner to the next section on **Legal and Financial Considerations.**

Extended Activities:

- Imagine that you are an employer. Use the lists of personal traits and on-the-job behaviours that employers value. (They are outlined in this section). Create a story about the perfect employee who works alongside the worst employee in your company. What happens? How is the problem solved? Record your story on paper, cassette tape or video tape.

- Have the group generate work-related problem situations either real or imagined. Identify options and select an appropriate solution to solve each issue. If time permits, role play the situation or write skits so that others may enact the drama.

- Use the "experiential writing" method to generate case studies. Focus on the topics of job performance, relationships with people, and attitude on the job to give life to your characters. Use the finished case studies to rate employee performance.

- What is your opinion? Are communication skills becoming increasingly vital within the workforce? Is teamwork replacing individual work? Is the workforce pool shrinking? In essay format, present your own opinion about the current job market. Be certain to include adequate support details. (You may wish to research the topic before you write).

- Employee skills and abilities are factors that affect job choice and also employment retention. Organize your own skill development goals by outlining a five-year educational plan for yourself.

- Giving and receiving feedback and criticism are important workplace-related skills with which most people have difficulty. Review newspapers, tabloids, brochures, etc. to list 5 courses, workshops or seminars that are offered within your community in reference to these skills.

- In service training offered by some employers provides welcome opportunities to upgrade the skills of employees on a regular basis. Health and safety on the job is one type of training. What are others? Conduct a telephone survey of six local employers to discover the range of training provided in your region. Report the relevancy of your information to employment maintenance and retention.

NOTES

PART FIVE: FINANCIAL AND LEGAL CONSIDERATIONS

Activity One:	Estimating Monthly Expenses
Activity Two:	Estimating Expected Resources
Activity Three:	Calculating Total Expenses
Activity Four:	Able to Manage?
Activity Five:	Brainstorming Alternatives
Activity Six:	Income Tax Return Quiz
Activity Seven:	Completing an Income Tax Return
Activity Eight:	Investigating Benefits Canadian Human Rights Knowing Your Rights Harassment
Conclusion	

ATTITUDES OBJECTIVES:

STUDENTS WILL BE ENCOURAGED TO DEVELOP:

- An appreciation of the financial aspects of employment
- An appreciation of the legal aspects of employment
- An understanding of legislation and individual rights and responsibilities as they relate to the work environment

KNOWLEDGE OBJECTIVES:

STUDENTS WILL BE EXPECTED TO:

- Know about some financial considerations that relate to employment
- Know about some legal considerations in relation to employment
- Know about some legal rights and responsibilities of both employee and employer
- Be aware of legislations which affect the employee and employer in the work environment
- Apply appropriate problem-solving techniques and strategies to make informed decisions in relation to the work environment

SKILL OBJECTIVES:

Students will be given opportunity to develop skill in:

READING:

- For information
- Vocabulary development
- To follow directions, instructions
- Problems in mathematics
- Lists, charts, diagrams, pay stubs, income tax forms
- Numbers and money values

- Abbreviations
- Articles from newspapers, magazines, etc.
- A section of the **Human Rights Code**
- Addresses, telephone numbers
- Manuals or guides

SPEAKING/LISTENING/VIEWING:

- Effective listening techniques and behaviours
- Effective telephone techniques and skills
- Asking questions
- Vocabulary development
- Addresses, telephone numbers, lists
- Sections of legal documents (**Human Rights Code**)
- Pay stubs, charts, diagrams, income tax return form
- Making appointments with people to get specific information relevant to personal need
- Supporting person opinion

Writing:

- Vocabulary development
- Money values
- Lists, charts
- Phrases, parts of sentences, complete sentences
- Names, addresses, telephone numbers
- Times, dates
- Questions and answers
- To complete forms
- Notes, note-taking
- Short paragraphs (25-100 words)

INTERPERSONAL RELATIONS:

- Supporting personal opinion in matters that relate to employment
- Rating the value of financial benefits with respect to employment
- Participating in small groups
- Interacting with others (one-on-one, etc.)
- Providing feedback
- Accepting feedback
- Self-disclosure
- Trust development
- Self-confidence
- Evaluating the importance of financial benefits of employment to personal needs
- Making appointments with people (e.g. financial aid officer)
- Risk-taking

COMPUTATION:

- Estimating costs to establish a budget
- Interpreting chart (pay stub) for importance of specific information (e.g. abbreviations, money values)
- Locating information recorded on a pay stub or chart or taxation form
- Reading and writing money values
- Vocabulary development (commercial, business)
- Multiplying whole numbers by 5, 40
- Adding and subtracting money values
- Completing an Income Tax Return

Problem Solving:

- Interpreting charts for personal application and use
- Drawing conclusions, making decisions
- Applying learned or acquired knowledge to solve work-related problems (financial and legal)
- Analyzing the information in a word problem to calculate solutions
- Applying appropriate knowledge of the employment environment to support and explain legal and financial considerations of employment
- Choosing to take risks
- Identifying options
- Practising independent work behaviours
- Collecting information

COMPUTER:

- Interpreting information for personal use and application

HANDS ON:

- Using writing tools to complete lists, charts, forms, sentences, word problems
- Using charts, pay stubs to locate financial information
- Using the telephone book and directory
- Using the telephone
- Using legal documents (e.g. **Human Rights Code**)
- Using library skills to access resources

MATERIALS REQUIRED TO COMPLETE THIS UNIT:

- **Teacher's Manual:** **OBS Integrated Curriculum Career Planning Unit, Advanced Level**
- **Student Booklets: Section on Introduction to Career Planning, Advanced Level**
- Writing tools (pens, pencils, paper)
- Flip chart, paper and felt pen (if students work in groups), masking tape.
- Copies of additional pay stubs
- Poster-sized samples of the pay stubs printed in the unit or overhead transparencies (optional)
- Overhead projector (optional)
- Samples copies of booklets published by the Human Rights Commission, Minister of Supply and Services, 1986, Cat. No. HR 32-1/9-1986)
- A copy of the Human Rights Commission Publication Catalogue, available from the Canadian Human Rights Commission, Ottawa, Ontario
  Copies of up-to-date income tax return forms and guides.

- **Parallel Skills Mastery Units:**
  - Library skills
  - Estimating costs
  - Completing tax forms

NOTES TO THE TEACHER:

This section has been divided into two parts: **Financial Considerations** and **Legal Considerations.** Activities in computation have been selected that lead students through the problem-solving process to calculate expenses, financial resources and income tax returns. They can determine for themselves how job benefits contribute to saving money and to job satisfaction. Students are advised to make knowledgeable, informed decisions about employment matters so that they truly understand the financial worth of a job.

Not every employee is attracted to the benefit package of every company. Health and dental care, disability and accidential injury or death are a few items that students can discuss. Each individual can determine the company benefits which best complement his or her own needs.

Expect that some students will have increased interest in taxation, pension plans, and budgeting. Search out the college and community resources that are provided within your regions. Seminars, workshops, texts are often available for little or no charge.

The section on **Legal Considerations** addresses the belief that everyone should be treated with equality and have the same chance to make the most of life. The topics of harrassment and discrimination are examined. Have a variety of brochures, texts, pamphlets etc. to add variety and value to this section. Guest speakers from the college and also the community can provide expert advice and knowledge. Film, drama, case studies may also help students to understand the content and apply it to their own employment environment.

Informed decision-making, problem-solving, negotiation and teamwork are qualities that students can practise in the group activities and which will ensure meaningful learning.

Be reminded that the employee may exercise his/her legal rights, but can decide not to! Talk about the consequences of this choice and relate it to topics addressed throughout this unit. Legal and financial considerations certainly can affect the employee's job performance. This section is included so that the employee is informed and aware of the issues. The workforce is a very dynamic place and the employee must be prepared to meet the challenges.

This concludes the Career Planning Thematic Unit. Perfecting skills and meeting challenges is an ongoing, lifelong process. Hopefully, the experience and skills addressed throughout this unit are memorable and meaningful components of that process which the student follows in life.

Extended Activities:

- Students can create additional word problems to calculate raises, overtime, pay and bonuses.
- Provide a service to fellow students - help complete their tax returns. One of the faculty could act as an advisor for the group.
- Have students work independently or in small groups (2-4) to research items on which discrimination is forbidden by the Canadian Human Rights Act. Report as a group or individually.
- In reference to employment, students can do a compare/ contrast essay about discrimination on the job versus harassment on the job.
- Write case studies to create your own problem-solving activity in reference to the topic of employment retention Publish the stories in booklet form so that other adult learners can benefit too..
- Make your own video! Dramatize an event (job harassment, job discrimination, lay off) that has been experienced by you or an acquaintance. (Charge admission to help offset costs of your graduation).
- Arrange film showings of movies about employment rights (Invite other classes). Write movie reviews of your choices.
  e.g. **A Right to Refuse**? National Film Board
  1-0181-066 (13 min., 30 sec.) 1981

- Invite experts from the community to provide seminars or oral presentations on such topics as income tax, human rights, pensions and benefits, rating job performance.

RESOURCES

DISCRIMINATION BASED ON FAMILY STATUS AND MARITAL STATUS IS AGAINST THE LAW, the Canadian Human Rights Commission, Minister of Supply and Services, Ottawa, Ontario, 1986

Drache, Arthur, **DOLLARS AND SENSE**, Grosvenor House Press Inc., Toronto and Montreal, 1987

Human Rights Directorate, **IT'S YOUR RIGHT**! (Teachers Guide and Student's Manual for Adult Basic Education), Department of the Secretary of State of Canada, Ottawa, Ontario, 1989

TEACHING TAXES, Student's Workbook, Revenue Canada Taxation, Ottawa, Ontario, 1989

WHAT IS HARASSMENT? the Canadian Human Rights Commission, Minister of Supply and Services, Ottawa, Ontario, 1986

YOUR COMPLAINT, the Canadian Human Rights Commission, Minister of Supply and Services, Ottawa,Ontario, 1984

SUGGESTED READINGS

MEASURING THE COSTS OF ILLITERACY IN CANADA, Canadian Business Task Force on Literacy, Toronto, Ontario, 1988

CANADIAN JOBS STRATEGY. Employment and Immigration Canada, Ottawa, 1985

Professional Teacher Education Module Series. Module C.8 of Category C - **DIRECT STUDENTS IN APPLYING PROBLEM-SOLVING TECHNIQUES**, 2nd ed., The National Centre for Research in Vocational Education, Ohio State University, 1983

Shields, B., Embree, R., Taylor, M. and Wallace, L, **OCCUPATIONAL LITERACY ONTARIO**, Ministry of Skills Development, Toronto, Ontario, 1988

Brooks, Carol and Booth, Susan, **ADULT LEARNING STRATEGIES**, **An Instructors Tookit by Ontario Adult Educators** the Ontario Ministry of Skills Development, Toronto, Ontario, 1988

A COMPILATION OF RESOURCES FOR ONTARIO BASIC SKILLS, completed by Suzanne Arnedt, Lynne Wallace, Rose Grotsky, and Catherine Tekamy, Ministry of Skills Development Toronto, Ontario, 1988

DIRECTORY OF TRAINING COURSES IN ONTARIO at Colleges of Applied Arts and Technology, Ontario Ministry of Skills Development, 1987

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